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ABSTRACT

The American Institute for Foreign Study, Inc. (AIFS) is a nationwide organization founded in 1964 to provide comprehensive overseas study and travel programs that the average student can afford. This booklet describes courses and programs that will be available to American students during the 1973-74 academic year. Countries in which the courses are available are Austria, Britain, France, Greece, Italy, Kenya, Spain, and the USSR. (HS)

Academic Year in Europe and Africa

Austria
Britain
France
Greece
Italy
Kenya
Spain
USSR

1973-74

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3

Table of Contents

What is the American Institute for Foreign Study? 3
AIFS Administration 4
Philosophy of AIFS Courses 9
Who Should Apply? 10
Campus Administration 12
Admission Requirements and Procedure 13
Standards of Conduct 14
Health and Medical Insurance 15
Transportation to Europe 16
Fees 17 18
Financial Aid 20
Sample Course Calendar 21

Courses in Great Britain 23
Aberdeen (for juniors and seniors) 24
Birmingham (for teachers on sabbatical) 30
City University, London (for juniors and seniors) 36
Richmond College, London (for freshmen, sophomores, juniors and seniors) 40
St. Catherine's, Windsor (for teachers on sabbatical and graduates) 70

Courses in France 73
Grenoble with Orientation in Vichy (for freshmen, sophomores and juniors) 74
Paris with Orientation in Vichy (for juniors, seniors and graduate students) 80
Au-Pair program, Paris 88
Evian-les-Bains (for interim students)
Courses for Juniors and Seniors
Courses for Freshmen and Sophomores

Course in Austria 89
Salzburg with Orientation in Heidelberg (for freshmen, sophomores, juniors and seniors)

Course in Spain 99
Salamanca with Orientation in Seville (for freshmen, sophomores, and juniors)

Course in Italy 107
Perugia (for freshmen, sophomores and juniors)

Courses in Greece, East Africa and USSR 119
Athens (for juniors, seniors and graduates)
Nairobi (for juniors, seniors and graduates)
Leningrad or Moscow (for juniors and seniors)

Comparative Cultures 130
Special ten week courses for high school seniors and interim year students in London, Paris, Salzburg, Perugia and Salamanca.

Orientation Programs 136

Other AIFS programs 141
Students registered for the Academic Year 1972-1973

4

What is the American Institute For Foreign Study?

The American Institute for Foreign Study, Inc. (AIFS) is a nationwide organization founded in 1964 to provide comprehensive overseas study and travel programs that the average student can afford. More than 45,000 students and teachers have enrolled in AIFS courses in Europe, Africa and Asia over the past eight years. In 1972 alone, over 8,000 students and teachers participated in the various AIFS programs.

During the academic year, the Institute organizes courses at universities and colleges in Austria, Britain, France, Greece, Kenya, Italy, the Soviet Union and Spain. The Institute has 400 full time students currently studying in Europe and Africa.

During the summer, AIFS students enroll in carefully planned four and six-week study programs at well known European, Asian, and African universities and schools. AIFS summer school courses are held in Africa (African studies), Australia (Australian studies), Britain (English Literature, History and Music), France (French Language and Civilization), Germany and Austria (German language and Civilization), Greece (Ancient History), Italy (Art History), Hong Kong (Chinese Civilization), Japan (Oriental Civilization), Russia (Russian language and Civilization), Spain (Spanish language and Civilization), and Turkey and Hungary (Eastern European studies). There are separate summer school divisions for high school students and for college students.

The European affiliate of the Institute, Camp America, which is recognized by the U.S. Department of State as a cultural exchange visitor sponsor, arranges for British and European students to spend their summer in the United States working as camp counsellors.

Students of all ages are crossing frontiers at a bewildering speed and in ever increasing numbers in their search for international understanding. AIFS is proud to help satisfy this need and each year the Institute has been able to increase the number and diversity of its full time courses. In 1973 AIFS is able to offer for the first time a program in classical studies in Athens and a pre-college program in Evian-les-Bains, France for students wishing to spend a year at a French Lycée before staring college. In addition, the Institute is currently arranging with the authorities in the Soviet Union a Russian language program to be offered in Moscow or Leningrad.

For the 1973-1974 Academic Year, courses will be offered at the following centers:–

University of Aberdeen, Scotland
University of Birmingham, England
City University, London
Richmond College, London
University of Paris, France
University of Grenoble, France
Lycée Anna de Noailles, Evian-les-Bains, France
University of Salzburg, Austria
University of Salamanca, Spain
University of Nairobi, Kenya
Italian University for Foreigners, Perugia, Italy
College Year in Athens, Athens, Greece

Tuition for the nine month program is $3,300 ($3,500 in London and Paris.) This fee is virtually all inclusive, covering full board and lodging for eight months, tuition, a rich cultural program, and services of AIFS counsellors and resident deans.

Students wishing to apply for enrollment should do so as soon as possible since places are limited. Application forms may be obtained from:

Director of Admissions,
Academic Year in Europe Program
American Institute for Foreign Study
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Greenwich, Connecticut 06830
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Telephone: 203/869-9090

5

American Institute For Foreign Study

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General Information

Why Study Abroad?

As a young, thriving and complex nation, we have been so preoccupied with developing our own land and solving our national problems that we have at times neglected the study of other peoples, other languages and other cultures. Whatever the justification for this sort of isolationism in previous decades, it is a luxury we can no longer afford. Our vast global commitments make it imperative that we possess the skilled manpower necessary to discharge our international obligations. Skilled manpower ranks among our most important national needs; its future availability could become one of our greatest national assets.

Foreign language fluency and the understanding of foreign values and attitudes are the foundations of these skills. While books and films can help develop such skills, there is no substitute for studying and living abroad.

Already the junior-year-abroad programs are doing much to encourage language proficiency and broaden international perspectives. However, we believe that well-motivated students may profit perhaps even more by a still earlier exposure to studying and living abroad.

For serious language students, nine months of supervised study abroad provide an unparalleled opportunity for attaining fluency in the foreign language of their choosing. Virtually every experience will be a form of language education, particularly if students live in dormitories occupied by their European counterparts – few of whom will speak English. Schooling will thus continue practically on a round-the-clock basis. There is no need to stress that students with fluency in a foreign language possess an enormous advantage when they return to their colleges in the United States.

For students intending to major in subjects other than modern languages, a year of study in Britain is a truly valuable experience. British higher education, with its small classes, tutorial techniques, emphasis on creative literary skills and interest in individual creative work has much to offer. The opportunity to study literature in the land of Shakespeare, Milton, Dickens and Hardy and to study history in a country where so much history was made and survives, is richly rewarding. Many subjects gain freshness from being studied on the other side of the Atlantic and due to possession of a common language there are no barriers to study in depth.

The growth of African Studies in the United States has led to the establishment of a program in Kenya offering a remarkable opportunity for the gaining of insight into African society and the problems of the developing world.

Aside from academic competency, a period of study abroad can help develop students' maturity and self-confidence. "Travel is fatal to prejudice, bigotry and narrow-mindedness–all foes to real understanding", Mark Twain once remarked. "Likewise, tolerance or broad, wholesome, charitable views of men and things cannot be acquired by vegetating in our little corner of the earth all one's lifetime."

Study abroad can serve still another purpose. It can provide students with a breathing space, a time for reflection and re-examination. By emphasizing individual attention and guidance, the AIFS Academic Year in Europe and Africa is designed to help open up new perspectives and provide new insights destined to be of value during an entire lifetime.

Cyril J H Taylor

Cyril J. H. Taylor
President

Philosophy of AIFS Academic Year Programs

AIFS believes that foreign study programs, if they are to benefit students to the maximum possible extent, should adhere to the following principles:

Selection of Students
AIFS believes that only those students who are emotionally and academically qualified to participate successfully in a foreign study course should enroll in its programs. A period of foreign study demands tremendous adjustment by the typical American student. Aside from the often unpredictable effects of culture shock, students abroad have to adjust to different teaching techniques, housing conditions, and social customs.

Orientation
AIFS believes that a carefully planned orientation program at the beginning of each program is vital to the success of each course. For example, AIFS students enrolled in the Paris and Grenoble programs spend four weeks in Vichy during which they are given intensive language instruction as well as introductory counsel and advice about their host country.

Cultural Immersion
The Institute believes that its programs should provide the broadest possible exposure to the cultural heritage of the host country. AIFS is against enrolling American students in a "golden ghetto" environment of a special course for Americans taught, perhaps, by American teachers. All AIFS courses are taught by faculty of the foreign university. Also where possible, AIFS students live with their foreign student contemporaries in student residences or with families. Every possible effort is made to integrate AIFS students into the social life of the foreign university. To this end, AIFS students are enrolled as members in university societies and clubs and are encouraged to participate in university sports. An active cultural program is also arranged at no additional cost on each campus by the resident director. A typical monthly program on a campus is as follows:
–visit to the theater
–party with students of the university
–guest lecture by a distinguished local personality
–excursion to a local place of interest.

Counselling
All AIFS courses enjoy the full services of a resident AIFS Dean of Students. The sole function of these directors is to ensure the welfare of AIFS students. These administrators are chosen for their wide experience of conditions abroad, their fluency in the local language and their familiarity with American students. In many cases, AIFS directors have had several years experience with their campus which enables them to give invaluable advice to their students.

Academic Excellence
The foreign universities who have agreed to accept AIFS students only do so on the understanding that students have a genuine interest in their studies. Students are expected to attend class regularly and to complete written assignments on time.

Administrative Support and Financial Responsibility
Besides the Greenwich office in the United States, AIFS maintains a large office in London staffed by several skilled and experienced program directors, who visit the 12 AIFS campuses on a regular basis to ensure all is going well. This office is equipped with excellent telephone and telex facilities which ensures that problems involving students or parents receive immediate attention. Student tuition fees are carefully safeguarded and all arrangements such as accommodation reservations are confirmed well in advance with substantial deposits.

Who Should Apply?

The program consists of carefully supervised one or two semester courses of instruction at universities and colleges in Britain, France, Greece, Austria, Italy, Spain, East Africa, and the Soviet Union designed to meet the special needs of the four types of students who can derive the greatest benefit from study abroad.

A. Courses for Postgraduate Students and Teachers on Sabbatical
Programs in London, Birmingham and Paris are available for teachers on sabbatical or postgraduate students, both on one semester or a full academic year basis.

These courses offer some lectures and language instruction but the emphasis is laid on independent study and research under the guidance of distinguished tutors. The course at Birmingham is especially suitable for teachers desiring high level courses in education.

B. College Juniors and Sophomores
Programs in this group are for students already enrolled in an American college who wish to spend a year abroad. They are normally recommended for sophomores or juniors intending to major in French, Spanish, German, Italian, English Literature and Drama, Fine Arts, History, Sociology, International Relations, Communication Arts and Film and African studies.

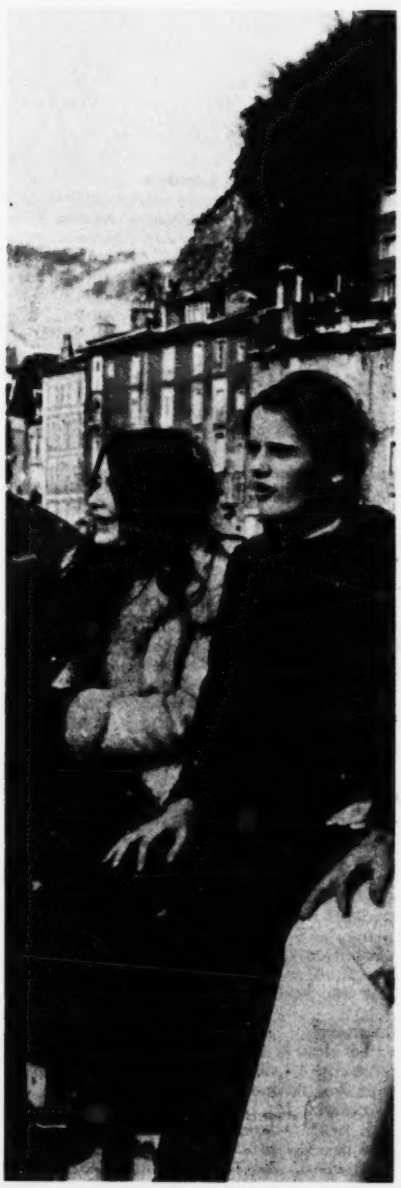
Students in this category may apply for the AIFS courses in Aberdeen, Athens, Grenoble, London, Nairobi, Paris, Perugia, Salamanca, Salzburg and the Soviet Union.

For the academic year 1972-73 over 80 percent of the AIFS enrollments were from students in this category. A complete list of the over 150 American colleges and universities who enrolled students in AIFS courses on this basis is shown at the back of the catalogue.

Qualified students normally become matriculated members of the European universities. They must, however, make special arrangements for transfer of credit with their American colleges before departure for Europe, since European universities do not use the credit system employed in the United States. The courses are designed for students enrolled in colleges which view with favor the idea of spending a year abroad at a European university, but do not offer foreign study programs of their own. The Institute will be pleased to cooperate fully with the administration of these colleges in arranging courses of study which can be accepted for credit. The Institute will arrange programs for both individuals and for groups of students. Arrangements are also available for a group of students to be accompanied by a member of their college faculty. A large group of students from Principia College, Illinois, studies at Richmond College, London on this basis.

C. Courses for College Freshmen and Interim Year Students
These courses are offered for high school graduates who want to spend one or two years abroad before entering an American College. Students specifically desiring transfer credit for their studies are advised to apply for enrollment in Richmond College, London, which offers courses at 100 and 200 level leading to the A.A. degree

Students who are primarily interested in improving their qualifications for College entry by an intensive study of French, German, Spanish, or Fine Arts, and or who desire a year's study abroad for reflection may also apply for the courses in Grenoble, Evian-les-Bains, Salzburg, Salamanca, Perugia, Athens and for the three-campus programs in Paris (fall quarter), London (winter quarter) and Perugia, or Salamanca, or Salzburg (students choose one of these campuses for the spring quarter). All programs emphasize individual attention and guidance and provide students



with valuable breathing space for reflection and time to think about things before starting their college careers.
Some guidance will be given to those students desiring help with college entrance procedures. The Institute will also arrange for students to take college entrance examinations abroad should this be necessary. However, those students who definitely intend to apply for acceptance by a particular U.S. college are strongly advised to contact the college admissions officer before departure for Europe. They should seek specific information on such matters as credit requirements, deadlines and application forms.

A large number of distinguished American colleges and universities have accepted AIFS interim-year students including Harvard, Sarah Lawrence, Fairfield, Marymount, Ithaca, Drew and many others.

D. Gifted High School Students
These courses are intended for those gifted high school seniors who have already completed most or all of the normal requirements for graduation from an American high school and who have already been accepted by the college of their choice. Instead of marking time at high school waiting for graduation, these students may spend the time more profitably abroad mastering a foreign language or making an intensive study of English Literature and Drama, History or Fine Arts. Students in this category usually request their high school principal to grant them early graduation or leave of absence.
Students in this category may spend either the whole year, one semester or one quarter abroad. They may enroll for the year or just one semester in the courses at Richmond College, London, Evian, Grenoble, Perugia, Salzburg or Salamanca and also for one, two or three quarters in the three-campus program in London, Paris, Salzburg, Perugia and Salamanca.

Among the distinguished secondary schools which have enrolled students in AIFS courses on this basis are:
The Choate School, Westover, Kent, St. Paul's, Friends Seminary High School, Phillips Academy, Deerfield Academy, Greenwich High School, Walnut Hills High School, Staples High School.
AIFS also has a cooperative program with the Fort Worth Public School System under which students may spend the spring quarter of their senior high school year in London.

Campus Administration

Few European universities offer the degree of personal supervision normally available at most American colleges. The AIFS resident campus directors, therefore, play a vital role in the welfare of students and the success of the program. All have been chosen for their experience in leading groups of American students abroad and for their familiarity with local conditions. AIFS students will benefit from the help and counsel of the following full time staff members:

Aberdeen
Alan Robertson is the AIFS Resident Dean in Aberdeen. A native Scotsman, he has a doctorate in theology and is the Senior Warden of the University in charge of all university residences. He has been the AIFS Summer School Principal in Aberdeen since 1967.

Birmingham
Dr. James N. Oliver was originally a lecturer in the Faculty of Science but turned his attention early in his career to education. He is known throughout the physical education world and is currently course tutor to higher degree graduates at Birmingham University.

Grenoble
Leon Fougnies is the AIFS Resident Dean in Grenoble. Mr. Fougnies has a B.A. from Indiana State University, an M.S. from Indiana University and was a John Hay Fellow. Before undertaking his present position, he was head of the speech and drama department at New Trier High School, Winnetka, Illinois. He is widely experienced in counselling American students abroad, having been a summer school principal for AIFS in France every year since 1966, including two summers in Grenoble. Mr. Fougnies is assisted by his wife.

The City University, London
Kenneth Kirton is the AIFS resident advisor at the City University. He is a senior lecturer in Economics at the University; holds an M.A. from Oxford University and has wide experience counselling American students. He previously worked for the Economist Research Unit.

Richmond College, London
The AIFS Resident Dean at Richmond College is Miss Audra Longley, who is a graduate of the University of California at Berkeley. Miss Longley has been AIFS Summer School Principal in Cambridge for the past three years. Before taking up her present appointment Miss Longley was, Assistant Principal at Aragon High School, San Mateo, California.

Paris
Roger Greaves is the AIFS Resident Dean in Paris. Mr. Greaves has degrees from the University of St. Andrews, Scotland and the University of Bordeaux. He has lived in France for ten years, teaching in a French lycee, before becoming the AIFS Resident Dean in Paris in 1971. He also has considerable experience as a translator of French literature.

Perugia
The Dean of Students is Mrs. Christina Hila, a graduate of Mount Holyoke College and postgraduate of the University of Perugia. Mrs. Hila is Advisor to Foreign Students at the Italian University for Foreigners, Perugia. Mrs. Hila speaks Italian fluently and has been the AIFS Resident Director in Perugia since 1968, as well as being principal of the summer school there since 1965.

Salamanca
The AIFS Resident Dean in Salamanca is Elena Real, who teaches Spanish literature at the University of Salamanca. Elena Real has wide experience in counselling American students in Spain since she has been active in the AIFS program in Salamanca since 1965. Her father is Professor Real de la Riva, Director of the University's International Summer School.

Salzburg
Volker Horn is the AIFS Resident Dean in Salzburg. A graduate of the University of Graz, Austria and the University of Cambridge. Mr. Horn is a native Austrian with wide experience of student life in Austria. He has served as an AIFS Summer School Principal and Resident Dean in Salzburg since 1971.

Admission Requirements and Procedure

Selection
Admission to the AIFS Academic Year Program is limited to students who are qualified to benefit from the rich educational opportunities offered by the European universities. In judging a candidate's suitability for the program, emphasis is placed on character and general potential for success, rather than merely on ability to attain better than average high school grades or fulfil the customary college requirements. Applicants will be notified of the decision taken on their applications within two weeks of the receipt of the following documents.

1. Completed application forms, together with 5 passport size photographs and an application processing fee of $25.00 which is non-refundable.

2. A tuition and room deposit of $300.00 which is refundable if the applicant is not accepted.

3. A complete official transcript of the applicant's secondary school and/or college record to date.

4. A signed evaluation of the applicant's character and suitability for the program from the headmaster's, principal's, or dean's office of the school or college the applicant is presently attending.

5. Recommendations from two teachers of the school or college the applicant is at present attending. For any foreign language program, evaluation of the applicant's knowledge of French, Spanish, German or Italian by his current language teacher.

If the above documents are satisfactory, students will be requested to undergo a medical examination by one of the Insurance Company of North America's appointed doctors throughout the country. After notification of preliminary acceptance for the course, students should contact the Regional Insurance Agency, 2666 Madison Road, Cincinnati, Ohio (Telephone 513/321-9300) for instructions. The $10.00 cost of the medical examination must be paid by the applicant. Please ask the doctor to mail the completed medical examination form directly to the Institute in Greenwich.

Requirements . . . Students accepted for the program must satisfy the following requirements.

- Currently maintain an overall B- or 2.5 grade point average. Applications from students with a lower average will be considered if their references indicate they have the potential to benefit from the course. Students in doubt should write to the AYE Registrar in Greenwich since requirements vary according to the university chosen.

- Background of at least two years successful work in the language if enrolling in a foreign language program.
- Good character.
- Good health.
- Emotional and social maturity indicating the student is able to adjust to a foreign environment.
- Be at least age 17 by September 1, 1973.

Note: Students for the Aberdeen, City University, London, Birmingham and Paris courses must have completed two years at an American college.

Personal interviews are encouraged. These interviews will be conducted by one of the Institute's Admissions Officers or Area Secretaries. Candidates requesting waiver from any of the above requirements for a good reason should request an interview.

Early Application . . . The number of places on the program is limited. Therefore, applications will be considered on a first come, first served basis. It is expected that all places will be filled by June 1.

Duration of Program
Arrangements for the AIFS courses have been made on the basis of students enrolling for the full academic year. For example, dormitory rooms can only be reserved on a nine month basis and in England and Austria all foreign students must pay a standard full year's tuition fee even if they do not complete their course of study. Therefore, students withdrawing voluntarily for any reason from the program at the end of the first semester will be liable in full for tuition and accommodation for the whole nine month period. A number of universities have, however, agreed to accept students for one semester only and provided this is notified to the appropriate authorities at the time of application, no full year liabilities ensue. Special one semester arrangements (for either the fall or spring semester) may be made at Richmond College, London, Grenoble, Paris, Perugia, Salamanca, Salzburg and Evian-les-Bains.

The Comparative Cultures Program or the Finishing Year in Europe Program has been created as a full year educational experience, consisting of three terms of ten weeks each, but students may, if they wish, enroll for one or two terms only.

Selective Service Regulations
It is imperative that every student consults with his local draft office as soon as he makes a firm decision to study abroad.

Every male student accepted for the courses must obtain a copy of Selective Service Form 300 from his local draft board before he leaves the United States.

Members of the Armed Forces Reserve Units must also have permission from the chief of their military district before leaving the country. The AIFS Admissions Officer will be pleased to write to the local draft board of a registered student certifying his acceptance for a full time course of study at one of the Institute's associated universities. His situation with regard to draft deferment will be the same as if he were registered in a college in the United States.

Standards of Conduct
Students should remember that they will be acting as student representatives of the United States. They should remember that many Europeans base their opinion of America as a whole on the way American students and visitors behave. Individuals in a strange or new environment often behave in a manner they would consider unbecoming if they witnessed it in their own country. A quiet, unassuming, but warm and friendly approach at the beginning of a year abroad is a sure formula for success. The Institute's excellent relations with its associated European universities have been enhanced by the positive attitude of its students during the past years. Future students will be expected to live up to this reputation.

The following campus regulations will be enforced:
Supervision . . . The American Institute for Foreign Study, its resident directors and coordinators are in charge of the welfare and behaviour of students. Students are expected to cooperate with the directors and officers of the Institute.

Dormitory Hours . . . Students will be expected to conform with the regulations or customs relating to European students at the university campus of their choice.

Motor Vehicles . . . It is not necessary for students to own and operate automobiles at European universities since public transportation is normally convenient and inexpensive. Students will not, therefore, be encouraged to own cars. If a car will be used the student must obtain from the Registrar's Department the necessary Parental Permission Form and return this duly completed. Once overseas, the student must comply with all local licensing and insurance regulations.

Alcohol and Drugs . . . Excessive consumption of alcohol will be regarded as a severe breach of acceptable behavior and will be treated accordingly. All unauthorized drug taking is forbidden.

Attendance at Class . . . Except for absences caused by illness or personal emergencies, students are expected to attend all classes for which they are registered. Professors will warn students whose performance is being impaired by failure to attend class regularly. A student may be barred from further attending a course, when, in the opinion of the instructor and the AIFS resident director, negligence in class attendance indicates failure to make a reasonable attempt to fulfill course requirements. Parents will be notified if this occurs.

Approved Absences . . . Students wishing to leave the campus overnight must obtain permission from the resident director. Parental permission must also be obtained for longer leaves. This rule must be strictly observed at all times since thoughtlessness on the part of the student causes needless worry to the resident director and distress to parents and friends.

Probation and Dismissal . . . Students are expected to maintain at least a C average in classes for which they are registered. Students failing to maintain the necessary standard of academic achievement are placed on probation, and, if poor scholastic work is continued, may be asked to leave the program.

Students dismissed because of academic or disciplinary standing receive NO REFUNDS of any kind and forfeit all academic credit. A note to this effect will be placed on their permanent records indicating dismissal from the program for academic or disciplinary reasons. It should be recognized that students may fail through absence as well as by examination.

Ignorance of the requirements and information contained in this brochure will not be accepted as an excuse and students are therefore advised to read the information contained in this catalogue with the greatest care.

In cases of misconduct, a student may be warned, placed on non-academic probation, or expelled as the circumstances warrant. The decision of the AIFS resident director will be final in all cases.

Academic Records
There is no standard procedure or recognized scheme of assessment in European universities that is readily comparable with the credit system in an American university. For this reason your resident dean works closely with the university registrar and credit hours shown on transcripts are to be understood as semester credit hours with each credit hour corresponding to 15 or more class hours.

Students in European universities are often required to undertake a heavy work load outside their lectures and this may result in students receiving up to twenty semester credit hours. If possible, study schedules are averaged out at fifteen semester credit hours. In certain instances, related one hour courses may be combined into a single three hour or two hour course as understood by American universities. All courses for which grades are given involve examinations, papers, formal oral interrogation or some combination of the above.

Academic institutions in Europe grade on a variety of scales. However, grades awarded will tend to be A, B, C, D and E. Grade A is received for an excellent or first class performance; Grade B is the normal award for the average student; Grade C is the minimum pass grade of one institution acceptable at another. Grade D implies satisfactory attendance but a poor performance in written work. Grade E is reserved for bad attendance or absence of written work.

Transcript Due Dates
Owing to the unfamiliarity of European Universities with the credit and transcript system, students (and their parent Universities and Colleges in the United States) should expect some delay in the issue of transcript. Generally the Institute will try to make transcripts available by the following dates:

Fall Quarter: January 1.
First Semester: March 1.
Winter Quarter: April 15.
Second Semester & Spring Quarter: July 15.

Health
Every campus has its own infirmary to take care of minor ailments. In addition, the Institute has arranged for students requiring treatment for more serious illnesses and accidents to receive immediate attention from the recommended university doctor and hospital in each city. The compulsory medical and school fees insurance discussed below covers all treatment costs in excess of the deductible of $10 per disability or sickness.

Insurance
The Institute requires every participant to purchase the special group insurance policy prepared for our students by the Insurance Company of North America. This policy covers refund of school fees for students who are unable to participate in the program because of sickness; the cost of the return airfare from Europe for students who miss an AIFS charter flight (for which they had been booked) because of illness; and the cost of medical treatment in Europe. The cost of this insurance (including administration and claims processing) is $25. Students will be billed at the same time they receive the invoice for the payment of the first semester tuition fees.

Details of the policy are as follows:

1. Refund of School Fees
The insurance pays for certain refunds (see page 16 for full details) of school fees, provided a certificate of illness or injury which results in inability to participate in the program is obtained from an approved INA doctor.

2. Payment of Medical Expenses in Europe
The insurance covers payments up to a maximum of $2,000 for treatment in Europe. There is a deductible of $10 per disability or sickness. Among items covered are treatment by a physician or surgeon, nurses fees, X-rays, ambulance or therapeutic services, drugs and medicines prescribed by a physician, hospital room and board (semi-private accommodation costing up to a maximum of $25 a day). Unlike most other plans, the INA policy settles claims abroad. For example, should a student require hospitalization abroad the Insurance Company of North America will pay for the treatment directly (provided the expense is in excess of $25), thus avoiding any delay in payment. Treatments costing more than $10 but less than $25, should be paid for by students and a refund claim made on return to the United States.

3. Return Airfare from Europe
This insurance covers the cost of the student's airfare back from Europe on a regularly scheduled commercial flight, should the student be unable to return on his AIFS charter flight because of illness or accident. A certificate of illness from a licensed physician is, of course, necessary in making the claim.

Vaccination
A. Smallpox: Each student should obtain a smallpox vaccination. In addition, the United States Immigration Service may require proof of smallpox vaccination on re-entry into the United States. This may be obtained as follows:
1. Obain the international certificate of vaccination card from your nearest Public Health Service Office, Passport Office or travel agency.
2. Take this card to your doctor when you go to be vaccinated and have him sign it.
3. Present the signed card to your local Board of Health to be stamped and validated.

Students are also advised that vaccinations for typhoid, tetanus and cholera are recommended but not obligatory. Students studying in Kenya must have yellow fever and cholera vaccinations.

Transportation to Europe
AIFS will arrange round trip transportation to Europe for students at a cost of approximately $200. Nairobi students should budget an additional $300 for the air fare from London to Nairobi and back.
Students enrolling for all three terms of the Comparative Cultures program pay a total tuition fee of $3,500 and follow the payment schedule of students enrolling for a full year course. The fee of $3,500 includes travel from Paris to London and from London to Salzburg, Perugia or Salamanca.

Tuition fees include: Full board and accommodation for eight months while at the university; tuition fees and examination charges; certain cultural activities while at the university; services of AIFS resident director and co-ordinators; membership in libraries and university student clubs; transcripts and registration.

Tuition fees do not include the following: Application fee of $25.00; compulsory medical and tuition fee refund insurance of $25.00; textbooks; passport fee; airport taxes; beverages with meals; optional two week tours at Christmas and Easter; laundry; excess baggage charges; items of a purely personal nature such as pocket money; transportation to and from the student's home to Europe.

Students are responsible for their own board and lodging during the Christmas and Easter vacations. In a few cases students will be able to sleep at the university during the vacations free of charge but in most cases university dormitories close down. No meals are provided during the vacations.

Application Fee and Tuition & Room Deposit
An application fee of $25 must accompany the application form, otherwise it will not be processed. This fee is non refundable. The tuition and room deposit must also accompany the application. This payment will be returned if the application is not accepted. If the student is accepted the deposit is not refundable under any circumstances.

Delinquent Fees
The Institute regrets that it cannot register students, who fail to make the August 1 first semester tuition payments, at the European universities. These students run a substantial risk of losing their places. Similarly students who are late with the January 1 tuition payments will not be registered for the second semester. Transcripts and certificates are also withheld from students owing fees.

Refunds
The policy of the Institute on refund is as follows:

(i) The tuition and room deposit of $300 and application fee of $25 is not refundable in any circumstances after the student has been accepted for the program.

(ii) A student who withdraws because of serious illness after the August 1 tuition payment has been made, but before departure for Europe, will receive a full refund of tuition fees, less the $325 initial payment. A certificate of inability to participate in the program from an approved Insurance Company of a North American doctor is necessary in making claims for a refund. No refund will be made to students withdrawing voluntarily after the August 1 payment has been made.

(iii) A student who is forced to withdraw because of serious illness during the first semester or term will receive refund of those fees set aside for board and lodging costs (approximately half of the August 1 payment) which have not actually been expended. Normally, refunds of this money will be made on a pro rata basis depending upon the time of withdrawal.

Fees and Payment Schedule

Full Year

A. Required

	Salamanca & Evian-les-Bains	London, Paris & Athens	All other Campuses
	$	$	$
Application processing fee	25.00	25.00	25.00
Tuition and Room Deposit	300.00	300.00	300.00
Balance of Tuition fees	2400.00	3150.00	2950.00
Medical and tuition refund insurance	25.00	25.00	25.00
Total	$2750.00	$3500.00	$3300.00

B. Optional

Transatlantic jet transportation	$200.00	$200.00	$200.00*

*Nairobi students should budget an additional $300.00 for the air fare from London to Nairobi and back.

C. Payment Schedule

Item	Date Due			
Application processing fee	With application	25.00	25.00	25.00
Tuition & Room Deposit	With application	300.00	300.00	300.00
Medical Insurance	August 1, 1973	25.00	25.00	25.00
First payment of tuition fees	August 1, 1973	1700.00	2150.00	2000.00
Jet transportation (optional)	August 1, 1973	200.00	200.00	200.00
Balance of tuition fees	January 1, 1974	700.00	1000.00	950.00
		$2750.00**	$3500.00**	$3300.00**

**Does not include optional jet transportation to Europe.

One Semester

A. Required

	Salamanca	London, Paris & Athens	All other Campuses
	$	$	$
Application processing fee	25.00	25.00	25.00
Tuition and Room Deposit	300.00	300.00	300.00
Balance of tuition fees	1500.00	2000.00	1850.00
Medical and tuition refund insurance	25.00	25.00	25.00
	$1850.00	$2350.00	$2200.00

B. Optional

Transatlantic jet transportation	$200.00	$200.00	$200.00

C. Payment Schedule

Item	Date Due			
Application processing fee	With application	25.00	25.00	25.00
Tuition & Room Deposit	With application	300.00	300.00	300.00
Medical Insurance	Aug. 1 or Jan. 1	25.00	25.00	25.00
Balance of tuition fees	Aug. 1 or Jan. 1	1500.00	2000.00	1850.00
Jet transportation (optional)	Aug. 1 or Jan. 1	200.00	200.00	200.00
		$1850.00*	$2350.00*	$2200.00*

*Does not include optional round trip transportation.

19

Students who enroll for one semester only but subsequently continue for the following semester(s) receive a credit towards their second semester fee of the following amounts:

Salamanca: $475
All Other Campuses: $550
London, Paris and Athens: $600

This represents the difference between the tuition fee for one semester and the pro-rata cost of half a full year's tuition fee.

Trimester Fees

By special arrangement with the Director of Admissions students may enroll for one quarter only (normally one term of ten weeks) at the following campuses for the fees shown:

Richmond College, London	$1350
Paris (Comparative Cultures only)	$1350
Salzburg and Perugia	$1300
Salamanca and Evian-les-Bains	$1100

The payment schedule for these students is as follows:

Item	Date Due	London & Paris	Salzburg & Perugia	Salamanca & Evian-les-Bains
Fall Quarter		$	$	$
Application fee	With application	25.00	25.00	25.00
Tuition & Room Deposit	With application	300.00	300.00	300.00
Balance of tuition fees	August 1	1050.00	1000.00	800.00
Medical Insurance	August 1	25.00	25.00	25.00
		$1400.00	$1350.00	$1150.00
Winter Quarter				
Application fee	With application	25.00	25.00	25.00
Tuition & Room Deposit	With application	300.00	300.00	300.00
Balance of tuition fees	Nov. 1	1050.00	1000.00	800.00
Medical Insurance	Nov. 1	25.00	25.00	25.00
		$1400.00	$1350.00	$1150.00
Spring Quarter				
Application fee	With application	25.00	25.00	25.00
Tuition & Room Deposit	With application	300.00	300.00	300.00
Balance of tuition fees	Feb. 1	1050.00	1000.00	800.00
Medical insurance	Feb. 1	25.00	25.00	25.00
		$1400.00	1350.00	$1150.00

Making a permanent record.

In addition, the INA insurance covers the cost of transportation back to the United States on a regular commercial flight if the student had previously booked to return on an AIFS charter flight. A certificate of inability to continue in the program from an INA approved doctor in Europe is necessary in making claims for a refund.

(iv) A student who is forced to withdraw because of serious illness during the second semester will receive a refund of those fees set aside for board and lodging costs which have not actually been spent at the time of withdrawal. The provisions of (iii) above regarding return to the United States and of medical certificates apply equally in the second semester.

(v) A student who withdraws voluntarily during the first or second semester or any term or is dismissed for misconduct will receive no refund of fees already paid. Such students must also pay for their own transportation home though they do not forfeit their return air ticket if they have booked their flight through the Institute and paid the $200. In addition, there is no refund for meals, accommodation, tuition or transportation unused by students for absence or any other reason once the program has started.

Christmas and Easter Study Tours
AIFS organizes an optional Christmas ski trip for approximately $200 for two weeks. During the Easter vacation, a study tour of Italy and Greece is available for $200. Full details are given once the student arrives in Europe. Payment for the Christmas trip is due November 1; payment for the Easter trip is due February 1.

Travel in Europe
All AIFS students receive free of charge the International Student Identity Card which enables them to use the extensive network of student charter flights and trains all over Europe which offer travel at greatly reduced rates.

Extra Money Requirements
The fees charged by the Institute are essentially comprehensive and cover tuition and full board, library and society membership as described in each section of this catalogue. It is unlikely that students will need to budget more than $50 per month for their own expenditures though personal spending is a matter of individual taste. Most European students expect to survive in reasonable comfort on approximately $30 per month including the cost of local travel.

Changes and Cancellations
The Institute reserves the right to make cancellations, changes or substitutions in cases of emergency or changed conditions, or in the interest of each group. In addition, tuition costs are based on tuition fees, lodging rates and currency exchange rates currently in force and are subject to minor change.

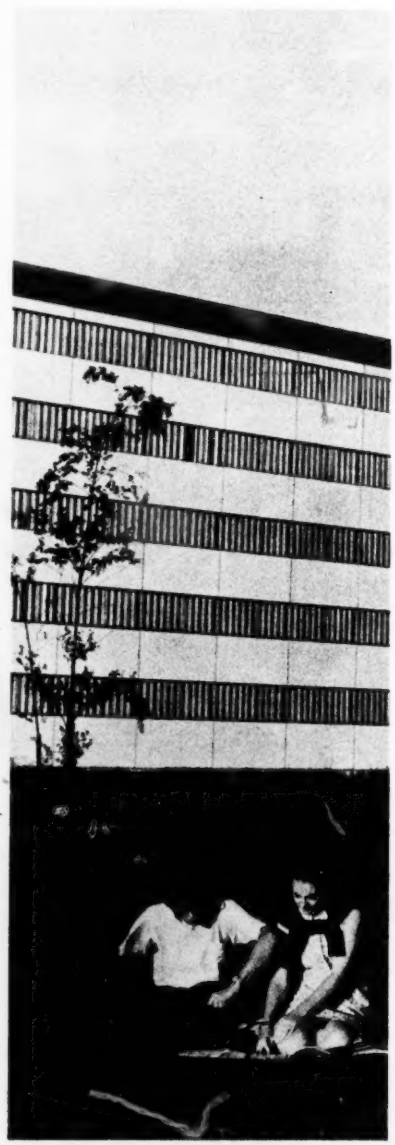
Financial Aid
1. Students enrolling in the Paris program may elect to stay with French families on an au-pair basis. Tuition fees for the academic year for these students are reduced by $750. Full details are given on page 16

2. Two scholarships are available for the London program of $750 each for students willing to work as mini-bus drivers for approximately four hours a day, five days a week. Applicants for these positions must be qualified drivers with a valid international driving certificate.

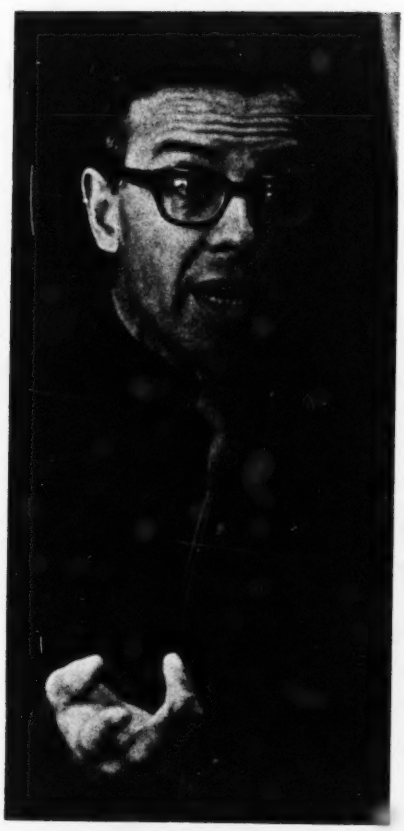
3. AIFS can refer students to the Tuition Plan Company of New Hampshire which can arrange deferred payment for students whose parents qualify and who wish to pay for the course over an extended period.

The plan does not cover the $25 application fee and the initial $300 tuition and room deposit, but students can borrow extra funds for transportation and spending money.

4. Veterans Benefits. Nearly all the Universities and Colleges in which AIFS enrolls students are approved educational institutions of higher learning under the Veteran's Readjustment Benefits Act of 1966. Eligible veterans pursuing a program leading to the Associate of Arts and Batchelor of Arts degrees should apply to the Veterans Administration for their benefits under this Act:



Sample Academic Year Calendar



(for University of Grenoble and Paris Courses)

Fall Semester 1973
Saturday September 8
Evening departure by jet from New York to Paris.
Sunday September 9
Morning arrival in Paris. Travel by bus to Vichy.
Monday September 10
until Friday October 5
Orientation Program in Vichy
Saturday October 6
Travel by bus from Vichy to Grenoble or Paris.
Sunday October 7
until Sunday October 14
Registration for courses and campus orientation.
Monday October 15
Classes begin.
Friday December 14
Start of Christmas recess.
Saturday December 15
until Monday December 31
Optional Christmas ski trip.
Tuesday January 1, 1974
Classes resume.
Friday February 15
End of first semester.
Monday February 18
Start of second semester.
Friday April 5
Start of Easter recess.
Saturday April 6
until Sunday April 21
Optional visit to Italy and Greece.
Monday April 22
Classes resume.
Friday June 14
End of second semester.

Academic Year 1973-1974 Calendar

1973

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	–	–	–	–

August

S	M	T	W	T	F	S
–	–	–	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	–

September

S	M	T	W	T	F	S
–	–	–	–	–	–	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19•	20	21•	22
23	24•	25	26	27	28	29
30	–	–	–	–	–	–

October

S	M	T	W	T	F	S
–	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	–	–	–

November

S	M	T	W	T	F	S
–	–	–	–	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22•	23	24
25•	26	27	28	29	30	–

December

S	M	T	W	T	F	S
–	–	–	–	–	–	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15•
16•	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	–	–	–	–	–

1974

January

S	M	T	W	T	F	S
–	–	1•	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18•	19
20	21•	22	23	24	25•	26
27	28	29	30	31	–	–

February

S	M	T	W	T	F	S
–	–	–	–	–	1	2
3•	4•	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	–	–

March

S	M	T	W	T	F	S
–	–	–	–	–	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	–	–	–	–	–	–

April

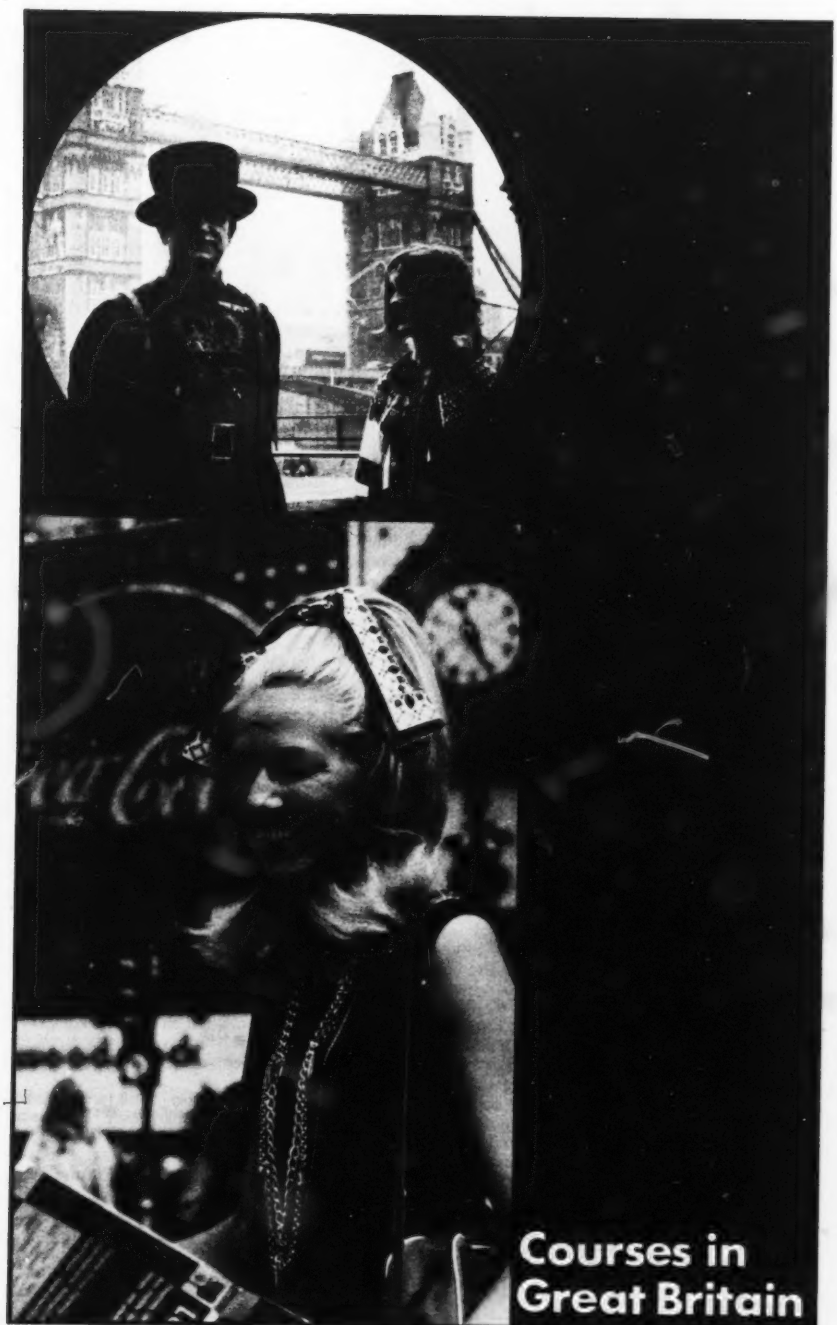
S	M	T	W	T	F	S
–	1	2	3	4	5	6•
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21•	22	23	24	25	26	27
28	29	30	–	–	–	–

May

S	M	T	W	T	F	S
–	–	–	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31•	–

June

S	M	T	W	T	F	S
–	–	–	–	–	–	1
2	3	4	5	6	7	8•
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	–	–	–	–	–	–


Courses in
Great Britain

Aberdeen University

ABERDEEN, SCOTLAND

English, Literature, Languages, History, Politics, Arts and Science for Juniors and Seniors

Location

Situated on the east coast of Scotland between the mouths of the rivers Dee and Don, Aberdeen is a beautiful city of 186,000 people and is the administrative and commercial capital of the north-east of Scotland. It is known popularly as the "Silver City" or the "Granite City" because of the light grey stone of which it is built. Originally two mediaeval settlements, Aberdeen expanded greatly in the earlier 19th century, when it became for a time Scotland's second industrial city: its principal thoroughfares and public buildings were established in that period. It still retains many narrow cobbled streets and older buildings as a reminder of past ages, and the campus is located (in Old Aberdeen) in an area of this character.
Heavy industry now plays little part in the economy of the region, which is predominantly a rich agricultural area with a mountainous hinterland. It is as the premier fishing-port of Scotland that Aberdeen is now best known, and the industries it has are mainly connected either with agriculture or with the sea.

In the Middle Ages, Aberdeen played its part in the wars to secure Scottish independence from England: both William Wallace and Robert Bruce fought engagements in the city. In the 16th and 17th centuries the town expanded its trading links with Scandinavia and the Baltic countries: and soldiers from the north-east were prominent as officers in the armies of eastern European countries, notably the Russia of Peter the Great. In 1715 in the first Jacobite rebellion, intended to overthrow the Hanoverian monarchy in Britain, the Old Pretender–James Stewart, father of Bonnie Prince Charlie–landed at Peterhead, near Aberdeen. In 1746 Prince Charles Edward himself was defeated in the Second Jacobite rebellion at Culloden Moor, again in the north-east region of the country. Indeed, Elgin, a small town to the north of Aberdeen, contains the only surviving copy of the proclamation of 1746 which offered the very large sum of £30,000 for the capture of the prince–a reward which no one in the Highlands claimed.

Aberdeen is acknowledged as a notable holiday centre. It is well endowed with parks, cinemas, theaters and concert halls, with libraries, an art gallery and extensive modern shopping facilities. From the seafront northwards there stretch miles of golden beaches backed by sand dunes; to the south are ranges of high rocky cliffs, the nesting home of myriad sea-birds.

Students in Aberdeen will enjoy visiting the numerous and very varied historical sites in the area; the archaeological remains of ancient settlements; castles of every description, dating from the early mediaeval period to the 17th century (some ruinous, others still occupied as comfortable houses); the planned villages of the 18th and early 19th centuries. The region contains a great number of very attractive small towns; inland cathedral cities such as Brechin and Elgin, picturesque small fishing towns such as Stonehaven or Gardenstown; bustling fishing ports like Peterhead and Fraserburgh; settlements in areas where whisky distilling is a vital industry such as Dufftown and Craigellachie; ancient agricultural and commercial centers such as Inverurie, Keith or Huntly; delightful holiday resorts such as Forres and Nairn or Aboyne and Ballater.

There is a great variety too in the landscape. The central mass of the Scottish Highlands, the Grampians, extends close to the coast at Aberdeen: deep into it penetrate the two valleys of Donside and Deeside, famed for their heather-clad hills, pine forests and tumbling clear streams. In upper or 'royal' Deeside lies Balmoral Castle, the Queen's holiday home, and also Braemar, well-known to Americans for its annual Highland Games. Beyond this rise the Cairngorms, the largest area of high mountain country in Britain.

Here, wide Arctic plateaux and deep cliff corries provide botanists, zoologists and geologists with a natural environment unmatched elsewhere in Britain. To the mountaineer or hill-walker,this area offers the opportunity to see red deer, blue hare, golden eagle and other rare wildlife. In addition to hill-walking, the region provides great outdoor opportunities for skiing, pony-trekking, fishing, sailing and canoeing. The Aviemore Centre, which caters for outdoor and indoor sports, both in winter and summer, is within reach of Aberdeen.

University of Aberdeen

Founded in 1495, Aberdeen is one of the four ancient Scottish universities. It was founded by William Elphinstone, Bishop of Aberdeen, under a Papal Bull granted by Pope Alexander VI. The University's first buildings,, those of the original King's College, were completed in 1505. King's College Chapel still stands, with its beautiful original timber ceiling.

After the Reformation some thought that King's College was unreasonably reactionary; and in 1593 George Keith, fifth Earl Marischal, obtained an Act of Parliament by which Marischal College was established in the new town of Aberdeen as a wholly separate university.

These two colleges survived as separate Universities until 1860 when they were joined by Act of Parliament. The University has expanded rapidly and today has 6,000 students; but it still retains a corporate spirit which will prove attractive to AIFS students. Its imposing buildings include Marischal College, the second largest granite building in the world.

The University awards first and higher degrees that are recognized throughout the world for their excellence. The main subjects of study are the arts and social sciences, pure and applied sciences, medicine, agriculture, forestry, engineering, law and divinity.

Students from every part of the British Isles are attracted to Aberdeen University and a small number of American undergraduates are admitted each year. The University has organized very successful summer schools for AIFS students over the past six years. It was as a result of this special relationship that the University agreed to accept the first 15 full-time A.I.F.S. students for the 1972/73 academic year.

The Course

AIFS students enrolled for the program will take the same classes as British undergraduates They will participate in a full program of seminars and tutorials in which they discuss with their lecturers the papers they have written during periods of individual study. The detailed analysis of papers written by students is heavily emphasized in university education in Great Britain and AIFS students will obtain the maximum benefit from this system.

AIFS students will be matriculated members of the University and as such will be entitled to be members of the University Union and to represent the University in any athletic or other activity for which they are chosen.

Admission

The entrance requirements of the University permit AIFS to enroll only those students who have already completed their sophomore year at an American college or university.

Students must normally have maintained an overall 3.0 grade average. The University may, under exceptional circumstances, be willing to consider students whose current attainment is slightly below this level provided their applications are supported by strong academic references from their home university or college.

Curriculum

The Adviser of Studies to overseas students in the Faculty of Arts at Aberdeen, including those under the AIFS Scheme, is Mr. Donald Withrington, the Assistant Dean of the Faculty. AIFS students will discuss their curriculum with Mr. Withrington. Each student's course will be selected, as far as possible, to match his prior instruction, his abilities and the requirements of his own college or university.

Each of the courses described below involves four or five hours' attendance on lectures and tutorials every week and the regular writing of essays. Students will normally select three courses from that list. In addition, a special course will be mounted for AIFS students alone providing an introduction to Contemporary Britain. It should be remembered that time-tabling requirements may mean that the students' choice of three courses in the normal undergraduate program may have to be amended. In exceptional cases, students may be permitted to study outside the list of courses given below, in classes in other faculties or in more advanced courses taught by a department in Arts.

For the purpose of credit evaluation the listed courses have been given a weighting in accordance with the custom of American Colleges. The majority of courses at Aberdeen cover an academic year of three terms, and the credit-number is given here only as a guide. The Adviser of Studies at Aberdeen will decide the credit-rating of each

student's course and will ensure, with the student, that the chosen curriculum fulfils the credit requirements of his home college. The usual 'load' for British students in the academic year which AIFS students will share with them is two courses counting 12 credits each plus one course counting 8 credits (i.e. 32 credits) or one course counting 12 credits with two courses counting 8 credits each (i.e. 28 credits): to these may be added the special Contemporary Britain course which will count as 6 credits. Courses taught to a more advanced level than those described below will be given appropriately greater credit. If a student is admitted to an advanced honours course, the specialization in which precludes other fields of study, then 30 credits may be awarded for that one specialism in the chosen field of study.

Residence
Accommodation for AIFS students is being arranged by Mr. Alan Robertson, the AIFS representative in Aberdeen. Mr. Robertson is the Senior Warden of the Aberdeen University Halls of Residence.

All students will be admitted to full membership of a University Hall of Residence and will reside in the hall for the full academic session.

Accommodation arrangements have been planned to enable our students to enter fully into the life of the Aberdeen student community and membership in a hall of residence will play a unique role in this regard, doing much to assist the forming of friendships with British students.

The standard of comfort in Aberdeen Halls of Residence is very high and students can normally expect to be accommodated in single rooms.

Courses

Civics 301-302 (3) (3)
Contemporary Britain
This course is offered only to AIFS students and is not available to Aberdeen undergraduates. It consists of a study of Britain in the twentieth century with particular reference to Scotland. The course will cover politics, sociology, economics and history and will include field visits. The intention is to provide a useful interpretive background to the environment AIFS students will be studying in.

English 301-302 (4) (4)
English Language
A study of the English language in depth. The course will consider Old English, Middle English and Modern English giving consideration to accidence, phonology, syntax, phonetics, grammar and aspects of Literature. All students should read H. C. Wyld's "A Short History of English" published by Murray.

English 303-304 (4) (4)
The Novel, Drama and Poetry
This course represents a study of English literature with special reference to the novel. All students will be required to have read the following before they appear at the University: "A Passage to India"–Forster; "Portrait of the Artist as a Young Man"–Joyce; "The Fox"–Lawrence; "Sunset Song"–Grassic Gibbon; "The Mayor of Casterbridge"–Hardy. Drama and poetry will be an integral part of the work and a reading list will be supplied upon arrival.

English 401-402 (6) (6)
Twentieth Century Literature
The modern period from 1914 to present day is the subject of this study and evidence of good grades previously is a special requirement. Works of the following authors will be considered: Eliot, Auden, Woolf, Koestler, Greene, Waugh, Thomas, Osborne and others.

English 402-403 (6) (6)
English Literature
A broad survey covering works from Chaucer to the eighteenth century which gives students a thorough summary of classical literary criticism, the construction of the essay together with analysis and interpretation.

History 301-302 (4) (4)
Scotland in History
A discussion of the principal developments in Scottish History from 1540 to the present day. Emphasis will be on the social, economic and ecclesiastical change as well as political developments. Appropriate emphasis will be given to the Highlands and Islands.

History 305-306 (4) (4)
History of Modern Europe
Research into the period following 1648 will involve the use of prescribed documents in order to build up an understanding of the evolution of Europe as it exists today. The department of History will give guidance on preparatory reading.

History 307-308 (4) (4)
The First Industrial Nation
The social and economic developments that made Britain an industrial nation are examined from mediaeval times to 1960. A study will be made of agrarian changes, the wool trade and cloth making, foreign trade and colonization, internal communications and industrial development.

History 403-404 (6) (6)
Europe in Mediaeval Times
The history of Europe, including Britain, during the 11th, 12th and 13th centuries, the central period of the Middle Ages. The development of a common western civilization, the growth of institutions and the origins of the later nation states are studied with reference to the political, social, economic, ecclesiastical, intellectual and cultural, history of the period.

German 101-102 (3) (3)
German Language
A course intended for students with no previous knowledge of the language and who do not wish to proceed to a degree in German. Language laboratory work.

German 301-302 (4) (4)
German Language
Students with a previous knowledge of the language will find this a comprehensive course dealing with literature, translation, composition and full oral exercise.

Italian 101-102 (3) (3)
Italian Language
An elementary language course, consisting principally of private study in the language laboratory supplemented by classes for students with no previous knowledge of the language.

Italian 301-302 (4) (4)
Italian Language
Students with a previous knowledge of the language will study translation, compostion essays, literature, history and oral work.

Spanish 101-102 (3) (3)
Spanish Language
A course at elementary level intended for the non-degree student with no previous knowledge of the language.

Spanish 301-302 (4) (4)
Spanish Language
Students with a previous knowledge of the language will study translation, composition, essays, literature, history and conversation.

Swedish 101-102 (3) (3)
Swedish Language
A course at elementary level intended for the non-degree student with no previous knowledge of the language.

Russian 101-102 (3) (3)
Russian Language
An elementary non-degree class for students with no previous knowledge of Russian. Language laboratory work is necessary and available at all times to students desiring to improve their proficiency quickly.

Russian 301-302 (4) (4)
Russian Language
Students with a previous knowledge of the language will study translation, composition, essays, literature, history and conversation.

Philosophy 301-302 (4) (4)
Logic and Metaphysics
This course is an introduction to the methods of symbolic logic and an understanding of their application to different forms of argument. Deductive formal logic including Axiomatic systems and Quantification Theory are considered. Students are advised to become familiar with the following works: Ayer – "Language, Truth and Logic," and Kant – "Groundwork of the Metaphysics of Morals."

Philosophy 303-304 (4) (4)
Moral Philosophy
An introductory course on the reasoning behind moral decisions as discussed by Plato, Hume, Kant, Mill and others. Political philosophy may be taken in place of Hume or Kant and for this course D. D. Raphael's "Problems of Political Philosophy" is recommended preparatory reading.

Philosophy 401-402 (6) (6)
Theory of Knowledge
A consideration of the writings of Descartes, Locke and Hume. Study will also be made of modern problems in philosophy and advanced formal logic.

Philosophy 403-404 (6) (6)
Hobbes and Rousseau
An analysis of the works of Hobbes – "De Cive" and Rousseau – "The Social Contract." Aesthetics and contemporary moral philosophy will also be part of this course.

Politics 301-302 (4) (4)
Comparative Politics
A study of the political institutions of the modern state, dealing mainly with the governments of Britain, the U.S.A. and the U.S.S.R.

Politics 303-304 (4) (4)
International Relations in the Modern World
The nature of politics in an international setting will be examined from the nineteenth century onwards but particular reference will be made to Great Power politics since World War II.

Politics 305-306 (4) (4)
International Problems and Law
A consideration of law and legal institutions in the international political system considering such matters as the law of peace, international arbitral and judicial settlement, introduction to international organizations, and some aspects of the law of war and neutrality.

Politics 307-308 (4) (4)
The British Constitutional Framework
Students requiring a first-class understanding of the foundation upon which the British political system has been built will find this course on the theoretical background to Constitutional Law, Parliament, The Executive, the Courts and The Citizen and the State of inestimable value.

Politics 401-402 (6) (6)
Politics in Relation to Society
A study of the political process and its relationship to Society by examination of important political concepts such as power, authority, justice, freedom, democracy, equality, contained in historical and contemporary writings.

Politics 403-404 (6) (6)
Infrastructure of Internationalism
An exploration of the growth, activities and limitations of international organization whether quasi-universal (League of Nations, United Nations and other specialized agencies) or regional organizations (in particular the North Atlantic Treaty Organization, the European Economic Community, the Organization of American States and others) and an assessment of their impact upon world order.

Science 301-302 (4) (4)
Botany
A study suitable for the science major or for undergraduates in arts. The course is structured in a manner that enables students with no previous knowledge of botany to grasp the subject matter. Students should read Greulach and Adams, "Plants: an Introduction to Modern Botany".

Science 303-304 (4) (4)
Chemistry
This comprehensive course will deal with general and physical chemistry, organic and inorganic chemistry. Lectures will be supplemented by tutorials, practical demonstrations and laboratory work.

Science 305-306 (4) (4)
Zoology
A study suitable for the science major or for undergraduates in arts. The course covers the elementary principals of animal structure, function, ecology and evolution, the human implications of these principles and the manner in which they exemplify the aims and methods of science.

Geology 301-302 (4) (4)
Geology
A course of lectures and laboratory work in general geology. Field excursions are an essential part of the course, and attendance on all of them is compulsory.

Geography 301-302 (4) (4)
Physical and Human Geography
The course includes an introduction to geographical concepts, a world zonal study of the physical environment and a treatment of selected aspects of human geography based on European and Asiatic examples. The course is supplemented by training in simple cartographic and statistical techniques as well as map interpretation in the laboratory.

Geography 401-402 (6) (6)
In this class the study of the physical environment is developed in a course in hydrology, climatology and bio-geography. There are Advanced level studies of the British Isles and South-West Asia. There is also a course in methods of geographical analysis which is taught in both lecture room and laboratory.

Political Economy 301-302 (4) (4)
The course introduces the student to the subject-matter and analytical methods of economics. After an introductory section outlining the scope and methodology of the subject and the nature of economic systems, the course proceeds with theoretical and applied topics, including microeconomic and macroeconomic analysis, the monetary system, international trade and payments and the scope and operation of modern economic policy. In weekly tutorials the student is encouraged to apply economic analysis to current problems.

Sociology 301-302 (4) (4)
The course will introduce the basic concepts of Sociology by reference to studies of selected institutions and social processes – including the family and socialization, industrial relations, class and race conflict – in industrial and non-industrial societies.

Sociology 401-402 **(6) (6)**
Special attention will be given to the following topics:

(i) Social Theory – the problem of order, mainly involving discussion of values and social integration, social change and morals; the problem of control - conflict theory and power theory, action theory and interpersonal theory.

(ii) Comparative Sociology – past and present social structures, institutions and processes, and

(iii) Social Problems in Britain/U.S.A. – to focus not only on social problems and their resolution, but also on how social problems come to be defined as such.

Psychology 301-302 **(4) (4)**
This is a course which introduces the student to psychology as the science of behavior. It emphasizes the experimental nature of the subject and its biological basis and deals with such questions as how people learn, how they perceive their environment, what motivates them, and how their abilities and personalities develop. Attendance at a practical class is a requirement of the course.

Psychology 401-402 **(6) (6)**
This course examines in greater depth certain of the topics dealt with in courses 301-302, e.g. the physiological basis of behavior, social determinants of behaviors, learning, perception and personality. This course also includes a weekly experimental class, and an introduction to statistical methods of treating experimental data.

History of Art 301-302 **(4) (4)**
The class will study the history of painting, sculpture, architecture and the applied arts from the 18th century to the present day, in Europe and to some extent in the U.S.A. The first few weeks of the first term will be devoted to aspects of High Renaissance and seventeenth-century art, essential for an understanding of later developments. Visits to art collections will be included as part of the course. No practical work is included.

History of Art 401-402 **(6) (6)**
The class will study aspects of Renaissance and seventeenth-century art on the Continent and in Britain and British art in the eighteenth and nineteenth centuries.

Music 301-302 **(4) (4)**
The course is designed to provide a broad survey of the history of music in western civilization and its social and cultural background from the 18th century to the present day. No previous knowledge of music is required.

Music 401-402 **(6) (6)**
The course is designed to provide a broad survey of the history of music in western civilization and its social and cultural background from the 12th century to the middle of the 18th century. Further study will be devoted to 20th century music.

Religion 301-302 **(4) (4)**
The course will deal with
(i) An introduction to religion in Asia and Africa. Some religious forms and symbols.
(ii) Christian and Islamic Origins.

Religion 401-402 **(6) (6)**
The course will examine
(i) Religion in western society.
(ii) Religion in some non-western societies.

Students in the second term will choose a topic for special study. It is hoped that the following topics will be available in 1973. Christianity and slavery; Science and the Reformation; Atheism, ancient and modern; Milton's religion and its sources; Methodism and British society; the meeting of religions in Uganda; Witchcraft European and African; Israelite and Canaanite religion; First-century Palestine; Islam and secularization.

Other subjects available to AIFS students are:

Accountancy	(4) (4) or (6) (6)
Arabic	(3) (3) or (4) (4)
Celtic	(3) (3) or (4) (4)
Economic History (American or Scottish)	(6) (6)
Education	(4) (4)
Greek (Ancient & Modern)	(3) (3) or (4) (4)
Hebrew	(3) (3) or (4) (4)
Jurisprudence	(4) (4)
Latin	(4) (4)
Mathematics	(4) (4) or (6) (6)
Numerical Science	(6) (6)
Political Economy (Economics)	(6) (6)
Roman Law	(4) (4)
Scots Law	(4) (4)
Scottish History (Mediaeval)	(6) (6)
Statistics	(4) (4)

Transfer of Credits
At the end of the academic year, all AIFS students can sit examinations relating to the courses taken during the year. All students will receive a record of work done and a recommendation from the Dean of the Faculty of Arts on the transfer of credits for courses successfully completed.

University of Birmingham

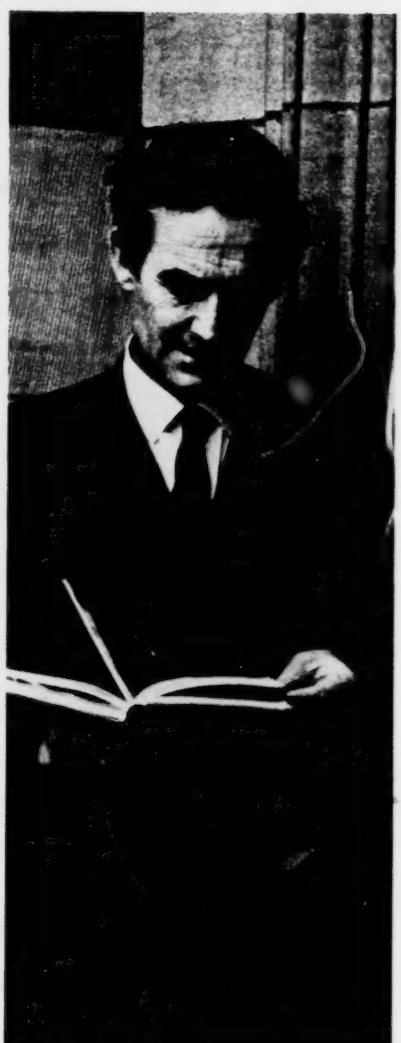
BIRMINGHAM, ENGLAND

Higher Degrees in Education for Teachers on Sabbatical

Location
The city of Birmingham lies at the heart of the English Midlands only twenty miles from Stratford-upon-Avon, thirty miles from the prettiest village in England, Broadway, and with the Lickey Hills skirting the city to the south-west.

Birmingham is mentioned in the famous inventory of William the Conqueror–The Domesday Book. It was far from being the chief village of the area, but by the end of the thirteenth century it had grown into a thriving market town, the focus of many roads. From this beginning it was to grow into one of the greatest towns in Britain politically, theologically, educationally and industrially. Here was formed the political union that brought about the Reform Act and enfranchisement of the middle classes, here was the great home of religious dissent with Quakers, Unitarians and Jews and the persecuted of every sect finding sanctuary here one of the finest grammar schools, King Edward VI's, the early Mechanics Institute and a most excellent university were born and finally industries such as jewelry, gold silver, glass, buttons, pins, pens, cars and chocolate have given the city worldwid fame.

Since the great music festivals of the 18th century serious music has flourished, and the present symphony orchestra, which has achieved international fame, gives concerts regularly in the Town Hall (designed by the inventor of the Hansom Cab in 1834). A number of light opera, folk song and jazz groups are also very active throughout the city. The Birmingham 'Rep', one of the foremost repertory companies of England continues to provide first stagings of many successful modern plays; variety theatre, amateur drama and, of course, the cinema are well represented. There are two major art museums in Birmingham, the Municipal Galleries, containing an important and continually growing series of Italian 17th century works, 16th century paintings of the northern schools and finest collection of the pre-Raphaelites paintings in the world; and the Barber Institute, within the university, which boasts a superlative smaller collection of masterpieces of various schools.



Birmingham is fortunate in possessing one of the finest libraries in the country; work is now in process on a new central library building which will be the largest in Europe.

The Cathedral Church of St. Philip was consecrated in 1715 and has four windows designed by Sir Edward Burne-Jones. In the John F. Kennedy Memorial Gardens, near the Roman Catholic Cathedral of St. Chad, is a large and impressive mural in mosaics commemorating the life and work of the late President.

Of the city's 200 parks, Cannon Hill is the largest, full of interest and amenities, while Lightwoods Park is a delightfully walled garden devoted to the cultivation of plants mentioned in the works of Shakespeare.

Birmingham is within easy reach of a number of famous houses and of fine, unspoilt stretches of rural England.

The University

The university has its origins in its Medical School known as Queens College with a Royal Charter granted in 1843. In 1880 Masons College was formed with Faculties of Arts and Sciences and subsequently absorbed Queens College. Finally the college was founded and incorporated as the Univeristy of Birmingham by Royal Charter in 1900.

The university is situated in the pleasant residential area of Edgbaston about 2½ miles from the city center and the main academic area now comprises some 125 acres with a high proportion of open space. Immediately north of campus the university possesses a further 40 acres on which there are 6 new halls of residence, while additional playing fields and pavilions have been provided on the southern edge of the city.

Between 1945 and 1970 the university has almost quadrupled in size, there being now some 6,650 full-time students and almost 100 academic staff. The increasing importance of postgraduate research and teaching has led to the creation of many postgraduate courses and research schools, and almost 25 per cent of full-time students are working for higher degrees.

The university is particularly well known for its fine Institute of Education and the educational research carried on by the faculty. The rapid expansion at Birmingham has led to an increasing diversification of the range of studies. The five faculties–Arts, Medicine and Dentistry, Commerce and Social Science, Law and Science and Engineering, have embraced new departments and research centers. The increasing importance of inter-disciplinary studies is emphasized by the existence of such extra-faculty establishments as the Centres for West African and for Russian and East European Studies.

One of the cultural centers of the university is the Barber Institute of Fine Arts which houses a fine collection of works of art. The collection is still growing. In painting it ranges from the thirteenth to the late nineteenth centuries. It also includes sculpture, furniture and objets d'art. Music shares the building and there is a fine concert hall in which international artists give a series of evening concerts. The Music Society gives midday concerts every week during term. Throughout the fall and spring semesters general lectures on the visual arts and a wide range of subjects of contemporary interest are given by distinguished speakers.

Direction of the Academic Year in Europe is under the School of Education. The chairman is Professor H. F. Hilliard, B.D., Ph.D., and the Senior Tutor for AIFS students is Dr. James Oliver.

Sabbatical Year

The university and the Institute have planned the Birmingham Sabbatical year program to provide a much needed postgraduate sabbatical year program for American teachers which will bring them into contact with the British education environment and fellow students from Europe, Africa, and Asia.

AIFS is offering a comprehensive program of education courses specifically designed for professors and teachers who wish to engage in work for higher degrees at the Master of Doctoral levels or are endeavoring to improve or re-validate their qualifications as teachers. Education excellence combined with living in a foreign environment provides a teacher with the strongest possible recommendations for advancement. All the courses listed enable a teacher to work in British schools after certification.

Student Admission
The high level and advanced nature of the courses requires Birmingham University to enforce severe entrance requirements. AIFS will be permitted to enroll only those students who are graduates of a college or university. The university is, however, willing to consider students who have completed approved courses of professional training and have other valuable approved experience. Such training and experience would have to be supported by strong academic or professional references. Courses for which students may apply are:–

Master of Education
Candidates for this degree must satisfy requirements in either of two ways:
1. By examination and dissertation
2. By thesis only

Admission requirements for both of these modes are identical:
a. either be a graduate of an approved university or hold diplomas or other qualifications judged satisfactory for this purpose, and
b. have successfully completed a course of approved professional training and have at least two years teaching or other approved experience.

Diplomas in Special Education
A candidate for admission to the Special Education Diploma courses must hold an approved certificate in education and have not less than five years approved professional experience before admission to the course.

Diploma for Teachers of Visually Handicapped Children
Candidates for admission to this course leading to a supplementary certificate shall be qualified teachers with professional experience since their initial training.

Residence
Students normally stay in apartments organized by the AIFS Resident Dean, Dr. James Oliver.

Students may, if they wish, make their own accommodation arrangements and the fees payment scheme provides for this arrangement.

University of Birmingham
School of Education Faculty

Chairman of the School
Professor F. H. Hilliard, B.D., Ph.D.

Educational Psychology Division
Professor E. A. Peel, M.A., Ph.D., D.Litt.
Professor G. E. R. Burroughs, Ph.D., B.Sc.

History and Philosophy Division
To be appointed

Curriculum and Method Division
Professor P. H. Taylor, B.A., M.Ed.

Tutors
W. Curr, M.A., Ed.B.(Glas)
Senior Lecturer, Sr. Tutor

R. Gulliford, B.A. (Lond)
Senior Lecturer

A. E. Tubbs, B.Sc.Econ. (Lond)
Senior Lecturer

A. M. Wilkinson, B.A.(Lond), Ph.D.(Manc)
Reader

J. N. Oliver, B.Sc. (Sheff), Ph.D.
Senior Lecturer

K. Weddell, M.A.(Cantab), PhD.
Lecturer

Courses
Each of the courses listed below forms part of the necessary study to obtain the qualification indicated. Students should select their subjects from the diploma or degree area of study they seek to obtain. Each of the individual subjects involves two hours of attendance at lectures every week and the regular writing of essays for presentation at weekly tutorial sessions. The final individual program for each student will be arranged by the Director of Studies at the University of Birmingham in consultation with the student. Permission to study outside the specially arranged courses listed below will be granted if it is necessary to improve or re-validate their qualification as teachers.

Master of Education Program I
Candidates will undertake one year's full time study and three courses should be selected from the following:

Education 501-502
Methodology of Experimental Research
This course considers educational research as a scientific procedure and deals with data collection and analysis. The framework within which this type of research operation will be examined together with the design of research experiments.

Education 503-504
Curriculum and Method
Concepts, principles and procedures related to curricular theory will be examined critically and students will be able to specialize in a subject field. The role of social and educational institutions in curricular practices will be studied.

Education 505-506
Sociology of Education
Concentration upon the sociology of schools and establishments of higher education, and of the teaching profession. Lectures will examine the internal social structure of these units, and the external functional relations of the educational system to society and socio-economic change in general and to other social institutions of educative influence.

Education 507-508
Philosophy of Education
This course will be based on seminar work and directed private study and assessment will be by means of essays and tutorial grades. Two main areas of study will be considered; problems of mind and knowledge in relation to education.

Education 509-510
Educational Psychology
A theoretical basis for educational practice is examined in this course with emphasis upon programmed learning, learning in the classroom, educational tests, educational failure, remedial methods and educational guidance. The individual complex of groups, sociometry and the influence of education on social aspirations and achievements.

Education 511-512
History of Education
The content of this course will be limited to a group of closely defined periods or topics from which each student will choose two in consultation with the tutor of the course. Candidates are required to satisfy the examiners in each of their three chosen courses and also to present a dissertion not exceeding 20,000 words. Two typewritten copies of the dissertion should be presented not later than the first day of the university spring term following the end of the year's full time study.

Master of Education Program II
Theory and Practice of Teacher Education
Education 513-524
The course will involve a critical examination, in the light of recent research and writing, of various aspects of the education and training of teachers, particularly in Colleges of Education. Topics such as educational theory in initial courses, 'Main' subject studies and associated problems, practical teaching and its relationship to educational theory, modes of assessment and methods of teaching will be studied.
The course is designed particularly with the needs in mind of those who work, or hope to work, in the field of teacher education. It is organized on a lecturer/seminar basis with provision for class discussion.

If a candidate elects to work for his Master of Education degree by thesis only, the university must be satisfied as to the suitability of the subject proposed for the thesis and of the candidate's ability to carry out a piece of work of the required standard. A synopsis of about 200 words of the work to be done must be submitted. The School of Education may require the candidate to undertake a written examination.
An M.Ed. thesis of this type should not normally exceed 60,000 words. The candidate submitting such a thesis may be required to undergo a viva voce examination by the examiners.

Diplomas in Special Education Program:

1. Teaching of Educationally Subnormal Children
This course is specifically designed for those wishing to teach or gain knowledge about the teaching of educational subnormal children. There are two aspects to the content of the course.

Firstly, there is a theoretical and practical aspect. Courses in this section include the study of medical and psychological characteristics of educationally subnormal children, the organization of special educational treatment, the methods of teaching ESN children and the type of work possible in different subjects of the curriculum.

Secondly, there is the attention given to educational psychology, the child study and social psychology generally in order to provide a comprehensive background.

Practical work and experience in the different fields is provided throughout and includes a full program of visits, demonstrations, teaching and experiments. Considerable importance will be attached to visits which will include nursery, infant and junior schools, special schools for various types of handicapped children, occupation centers and a variety of ESN schools. There will also be visits to juvenile courts, remand homes and an approved school. In the spring semester there will be visits to factories employing ESN people.

Education 525-526
Education of Educationally Subnormal Children
The course will deal with the comprehensive education provisions for such children and includes the process of learning with ESN children, development of language and verbal expression, recent developments in the theory of number teaching and the use with ESN children of health education, physical education, nature study, dance, drama, music, arts and crafts and preparation for employment and life in the community.

Education 527-528
Handicapped Children
A study of the medical aspects of handicapped children, the definition, classification and causes of mental deficiency, additional handicaps of ESN children, the maladjusted child, the nature and incidence of backwardness, the nature of educational subnormality and the ineducable child.

Education 529-530
Intelligence and Attainment Testing
A course covering the principles and practice of testing with particular reference to their diagnostic uses with ESN children; test functions in the detection and treatment of backwardness.

Education 533-534
Child Study
Beside the regular psychology content, particular attention will be paid to maladjustment and behavior problems associated with handicapped children.

School Practice
One or two sessions a week will be devoted to some form of practical work in schools, chosen to suit individual interests and needs, and may be, for example, remedial teaching, art and crafts, music, drama, nature study, primary school methods, or in some other field in which a student would like further experience. There will also be a four or five week period of school practice which may be taken in an ESN school, some other type of special school, or a normal school according to the previous experience and interest of the student.

2. Teaching of Maladjusted Children
The course will provide advanced study of the education and care of children needing special help on account of emotional disturbances or behavior difficulties. The course will be primarily concerned with preparation for work in special schools and classes for maladjusted children and for educational work in community homes but will also be suitable for teachers interested in the needs of such children in other kinds of special schools as well as in preventive and remedial work in ordinary schools.

The course will include basic studies in psychology and education, a survey of educational provisions for children with special needs and courses on theoretical and practical aspects of work with maladjusted children.

Education 535-536
Developmental Psychology
Development through childhood and adolescence. Theories of development. Cultural and social factors affecting development and adjustment.

Education 537-538
Educational Psychology
The psychology of learning and teaching. Theories of instruction. Programmed learning. Individual differences. An introduction to methods of educational research and to elementary statistics.

Education 539-540
Children with Special Needs
The variety of personal and environmental handicaps which give rise to special educational needs; the services and school provisions available; the organization of special and remedial education.

Education 541-542
Maladjusted Children
The prevalence of maladjustment among children of school age with reference to the nature of contemporary society leading to its manifestations. Identification of its symptoms; methods of prevention; the organization of special educational and therapeutic services; the work of medical services; the child guidance and school psychological service; the social services; community homes.

The development of personality; the nature and causes of maladjustment and delinquency. Family relationships.

Methods of assessment and case study. The tests and procedures used in full psychological examinations; the aims of such examinations; the tests of ability, attainment and personality used and the interpretation of results and reports.

Methods of assessment in schools; diagnostic and attainment tests; methods of case study; record keeping.

Psychotherapeutic techniques used in child guidance clinics, special schools and therapuetic communities.

The use of educational techniques as instruments of environmental therapy; the development of suitable curricula; the teaching of basic educational skills; physical education; creative work; play. The structure and discipline of special schools and classes.

The roles of the teacher. Relationship with other professional disciplines.

Field Work
Great emphasis is placed upon observation and practical work. Visits will be made to a range of ordinary and special schools, to community homes and other centers for the treatment of maladjusted children. There will also be a weekly practical session in the Center for Child Study, a child guidance clinic or special school for the long term study of individual children and their treatment. There will also be a continuous period of field work according to students' interests or need for experience.

Dissertation
Candidates will be required to present a dissertation consisting of a special study or investigation related to some aspect of the year's work.

Diploma for Teachers of Visually Handicapped Children
A course designed for teachers wishing to involve themselves in satisfying and valuable work with either blind or partially-sighted children. Considerable emphasis is placed upon practical work and all participants in the work will be expected to devote one or two sessions at local schools. There will be practical work in the preparation and appraisal of teaching materials and in the application of tests applicable for use in school as well as demonstrations of tests used in full psychological diagnosis. Visits will be made to nursery, infant and junior schools. Special schools for various types of handicapped children, training centers and a variety of schools for visually handicapped children. Other visits to suit individual interests will be arranged to special classes, child guidance and other clinics, etc., and to observe interesting work in particular subjects. Students taking the course will attend lectures in educational psychology and child study and these will be examined for the issue of the diploma.

The other subjects of study will be:

Education 543-544
Braille
Students taking Braille will be expected to acquire a thorough knowledge in theory and practice of English Braille, Grades I and II and a similar proficiency in reading and writing Braille. Those working with partially sighted children will consider problems of size and type of print, illumination, magnification and use of optical aids.

Education 545-546
The Psychology of Visual Handicap
A study of the characteristics and needs of visually handicapped children with concomitant difficulties. Other aspects of study will include family relationships, pre-school counseling, holidays, adolescence, leisure and play activities and training establishments and workshops.

Education 547-548
The Education of Visually Handicapped Children
A comprehensive course of lectures and seminars dealing with the various types of educational provision, Braille, language and number concepts, environmental studies, physical education, drama, music, handicrafts, literature and language, current events and transition from school to work.

Education 549-550
Testing of Visually Handicapped Children
Various methods will be examined including the revised Binet scale adapted for the blind; possibilities of rating visually-handicapped children with the Vineland Social Maternity Scale; performance scales and difficulties presented by varying degrees of vision encountered in schools for the visually handicapped.

The City University

LONDON, ENGLAND

Economics, Social and Behavioral Sciences, Science, Philosophy, Politics, Music & Literature for College Juniors and Seniors

Location
The City University is situated just north of the City of London, the famous "square mile" which once enclosed the whole of London within its walls but which is now primarily the financial and commercial district of a metropolis. Actually, part of the old city walls can still be seen about a mile from the university and the line of the City's north wall is still indicated by the street named London Wall.

Since it is so centrally placed in greater London The City University is inevitably not far away from other centers of London life besides the "square mile" itself – Bloomsbury, the traditional intellectual center and the site of the British Museum, the entertainment world of the West End, and Westminster the political center.

The immediate area of the university is known as Clerkenwell in the borough of Islington, a district with many literary and political associations in the past. Milton lived nearby and ran a school. Keats was born and grew up in the vicinity. Shelley courted Mary Godwin there. And Tom Paine wrote the Rights of Man at the Angel, Islington.

The University
The City University secured its Royal Charter as a University in 1966. It was founded as the Northampton Institute in 1891 on land bequeathed by the 4th Marquess of Northampton, after whom it was named.

The University is primarily concerned with Technology and believes strongly in the "sandwich course" or co-operative course which combines academic work at the University with practical work in industry. It also attaches great importance to post-graduate work; about one-fifth of the students are reading for higher degrees.

But the university is not exclusively involved in engineering and science. It also awards degrees in the social sciences and philosophy, in ophthalmic optics and in systems and management. It has a Graduate Business Center awarding degrees in business studies and running post-experience courses for business executives. The Director of Music organizes many concerts and recitals at the university and the General Studies and Adult Education programs include courses on a wide range of topics, some of which take place in the evening.

The Students Union has its own section of the university, including a bar, and runs dances, sports and other clubs and societies.

Residence
The university's two halls of residence are within easy walking distance of all departments. They have more than 650 students and AIFS students will have the opportunity of applying to stay in one or other of them. Alternatively they may stay in lodgings obtained through the university's Welfare officer.

Admission
The entrance requirements of the university permit the AIFS to enroll only those students who have already completed their sophomore year at an American college or university. Normally students must maintain an overall 3.0 grade average. AIFS students become fully matriculated members of the University and of the Student's Union. Only students enrolling for a full year can be admitted to The City University.

Courses of Study
AIFS students enrolling at The City University will enroll in the regular classes at the University in company with the British students of the university. Because of differences between the English and American education systems, not all the courses at City are appropriate for American students; those which are thought suitable are listed below.

They are mostly courses in the Department of Social Science but some are in the Physics or Systems & Automation Departments. Part of the General Studies program is also offered though these courses are not part of specialized degree work. Students will meet their tutors at the beginning of the session to be advised on the suitability of their choices for their own individual needs and level of attainment.

The study program includes lectures, classes and also tutorials in which students discuss their own written work with their tutors. 1973-74 will be the first year that the City University has admitted AIFS students to their courses but several of the staff have participated in past London programs of the AIFS.

Most courses amount to about 65 hours of teaching in one academic year. It will be necessary for students to select seven courses from the following list of courses. Students will find their courses equivalent to at least 30 units of credit.
All the following courses are available to AIFS students, but the University reserves the right to limit the numbers accepted for any single course.
Courses marked with an asterisk require students to have done a foundation course in the subject.

Philosophy 301-302
Introduction to Philosophy I
The nature, methods and problems of philosophy.

Philosophy 303-304
Introduction to Philosophy II
Elementary logic and history of science.

Philosophy 305-306
Metaphysics and the Theory of Knowledge I*
Rationalism and critical philosophy: a study based on some of the main texts of Descartes, Spinosa, Leibniz and Kant.

Philosophy 307-308
Metaphysics and the Theory of Knowledge II*
Selected problems of contemporary philosophy: epistemological problems of perception, mind and machines, free will and determinism.

Philosophy 309-310
Logical Theory and the Philosophy of Mathematics*
Properties of relations, quantification theory, paradoxes, the foundations of mathematics, the role of logic in twentieth century philosophy (Russell, Wittgenstein and the Vienna Circle).

Philosophy 311-312
Philosophy of Science
Verification, falsification, crucial experiments, scientific explanation and the nature of laws and theories, causation, probability. Basic concepts of classical mechanics; absolute versus relational space and time; the concept of force.

Economics 301-302
Introduction to Economics I
The main part of this course will deal with the economic aspects of consumer behavior and production by the firm; market price formation and differing types of market structures; the pricing of the factors of production and the resulting distribution of national income. An introductory section deals with the nature of economic questions and techniques of analysis.

Economics 303-304
Introduction to Economics II
This course is mainly concerned with such topics as the determination of the size and changes in national income and employment; the control of inflation and the factors determining economic growth. The elementary Keynesian theory will be illustrated by an analysis of current economic policy problems. Also included is an introduction to international economics

The above two courses cannot be taken singly.

Economics 305-306
Public Sector Eonomics*
The issues arising from the economic role of government such as: private versus public provision of goods, the principles of public finance, economic effects of taxation and management of the economy. Mainly applied economics but with some theory.

Economics 307-308
Comparative Studies in Growth and Development*
Economic growth and development in theory and practice illustrated by studies of the development of selected economies, e.g. the USSR, China, Ghana.

Psychology 301-302
Introduction to Psychology
This course traces the historical development and contemporary scope of psychology and emphasizes the scientific approach to understanding human behavior. General concepts like instinct, intelligence and personality are discussed, and simple laboratory experiments are conducted to investigate the nature of human abilities, such as learning, memory and perception. The course is also concerned with the study of group behavior and the effects of social pressures on the individual.

Psychology 303-304
Psychometrics and Methods in Psychology*
This course is concerned with technical aspects of measuring human behavior, designing psychological experiments and analyzing quantitative data. It assumes a knowledge of elementary statistics and is intended for students wishing to specialize in psychology.

Psychology 305-306
Experimental Psychology I
Emotion, Motivation and Personality.
This course attempts to analyze the nature of human emotion and motivation with particluar reference to sleep, arousal, hunger, thirst and sexual behavior. The study of personality and its development is also included. The theories developed rely heavily on biological as well as psychological observations and experiments.

Psychology 307-308
Experimental Psychology II
Cognitive Psychology
This course is concerned with the way individuals extract information from the environment and make use of this information in their behavior. The following topics are discussed: perception and sensation, recognition, memory, learning, thinking, decision making, language, and skilled reactions.

Psychology 309-310
Social and Development Psychology
This course introduces students to the major theories of child development and reviews some of the evidence on the social, emotional and cognitive development of children. The second half of the course is concerned with the structure and functioning of social groups and with the effect of groups on the formation and change of attitudes.

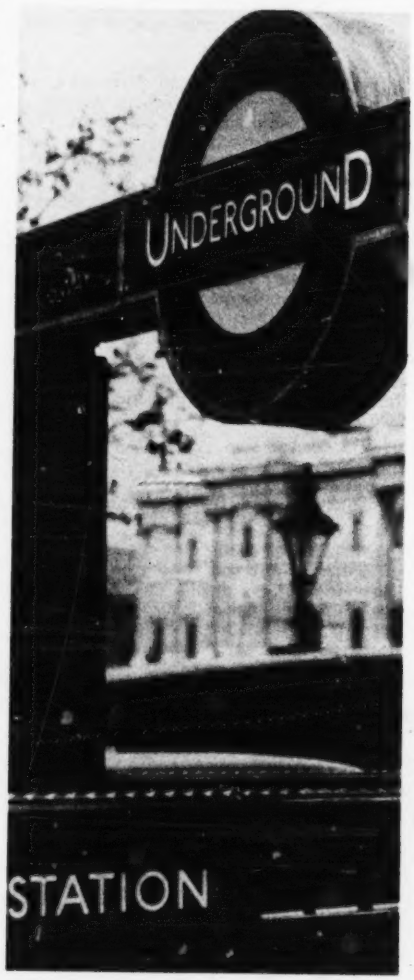
Sociology 301-302
Social and Economic History
An introductory course, looking at the socio-economic structures of the industrial revolution; the development of the labour movement; and social conditions and social reform since 1830.

Sociology 303-304
Introduction to Sociology
The study of concepts of "social structure" and "culture"; the origins of sociology as a science, and problems of the scientific approach to the study of society.

Sociology 305-306
Sociological Theory*
The course examines key issues in sociological thought and method; the influence of the natural sciences; and the historical formation of sociology. Some background in sociology is desirable for students taking this course.

Sociology 307-308
The Sociology of Industrial Societies
The emphasis is on the process of urbanization, and the relevance of sociology to physical and economic planning.

Politics 301-302
International Relations
The course on this subject has two parallel themes: 1. A historical study of the evolution of the political, economic and social institutions in Europe, Asia and pre-industrial Africa and 2. A historical outline of thought in international relations from classical Greece to the present time.



Science 301-302
Foundations and Applications of Science
This course is designed to give an awareness of what science is, its methods, and its relevance to society, both now and in the past. The back-bone of the course is a loosely historical sequence discussing how the main ideas of science came into being. Special topics develop selected ideas and relate them to present achievements. No scientific background is required as a preliminary, but elementary mathematics would be helpful.

Science 303-304
Engineering Physics
Here the aim is to relate important physical concepts to modern engineering technology. A feature of the course is a series of lecture-demonstrations by which these concepts are illustrated. A background knowledge of physics and mathematics is desirable.

Any students wishing to do first year specialist courses in physics or automation engineering can probably also be provided for. The courses available are for intending professional physicists or engineers.

Humanities 301-302
The Senses
A study of how information is received by an organism through its external and internal sensory organs and how the information is processed, stored and connected to subsequent action. The whole relation of the organism with its environment is discussed, including the perceptual basis of art, music and culture.

Humanities 303-304
Music
The course deals first with the nature of music and leads on to a discussion of the development of techniques for expressing musical ideas on paper so that they can be performed. It concludes with a closer study of selected periods and genres.

Humanities 305-306
Electronic Music
An introduction to the nature of music is followed by a section dealing with the acoustics of instruments and buildings. Later parts of the course deal with electronic means of producing sounds and the techniques for re-structuring them.

Humanities 307-308
Literature and the Modern World
The authors chosen for discussion belong to three main periods in modern literature: (1) Before 1914 (e.g. Hardy, Kipling, Conrad), (2) The twenties and thirties (e.g. Lawrence, Eliot, Joyce, Scott Fitzgerald, Hemingway, Steinbeck, Greene, Isherwood), (3) Since 1945 (e.g. Camus, Mailer, Golding, Solzhenitsyn).

Humanities 309-310
Ideas in Action
Various disciplines have offered theories of man and society and their influence on our lives. This course discusses the variety of these approaches–systematic, historical and "scientific". The theory of the germinal thinkers, Plato, Marx and Freud, are critically examined for their treatment of fundamental problems in social studies.

Humanities 311-312
City Institutions
The course deals with the history of the City as the commercial and financial center of England from the Middle Ages to the present day. The City as it is today is seen by examining the banking system, the foreign exchange market, the stock exchange, shipping, general and life insurance.

Richmond College

LONDON, ENGLAND.

English Literature, Fine Arts, Philosophy, Politics, Economics, Music, Theater and Journalism.

For College Freshmen, Sophomores, Juniors and Seniors.

Richmond College.

Location

London, the capital of the United Kingdom and the center of the Commonwealth of Nations, is one of the world's three largest cities. It is situated on the banks of the River Thames and stretches north, south, east and west over more houses, monuments, parks, docks and sights than one could explore in a lifetime. London is a melange of old and new. Among the streets and buildings, many planned by her three great architects, Wren, Inigo Jones and Nash, are the modern buildings of the twentieth century. This large and fascinating city with its extensive range of interests offer the visitor priceless works of art, outstanding music and entertainment, shopping and excursions into history. As the center of Administration, the court, the law, learning, fashion and pleasure, it occupies an unique position in the nation's life.

The history of London begins effectively when the Roman settlement, Londinium, came into existence in A.D. 43. From then on it grew in prosperity and importance and by the end of the Roman occupation many of London's buildings were of stone and the city was surrounded by a great stone wall. During the Anglo-Saxon period London developed its resources and political consciousness. The growth of Westminster with its palace and monastery fixed the pattern for London's future growth in the dual capacity of center of commerce and seat of government. William the Conqueror was crowned at Westminster Abbey on Christmas Day 1066 and by 1180 when William Fitzstephen wrote a famous description of London, it could boast of possessing 126 churches, imposing houses and of rapidly expanding beyond the walls. A rich and exciting history contributes greatly to its interest. Elizabethan London was a luxury alongside which much poverty and distress also existed. The "West end" expanded and the royal residence ceased to be the Tower of London. By the reign of Charles II, London was the most populous and one of the most prosperous cities in Europe. The Great Plague of 1665-66 was followed immediately by the worst fire in London's history. Barely one fifth of the city was left standing. The new city, however, showed many improvements and London regained its prosperity. During the Georgian age many beautiful buildings and well planned parks were added, and are still so much in evidence today. During the early nineteenth century much was done to change the face of London and by 1851 when Queen Victoria opened the Great Exhibition, London typified the age. World War I brought only a temporary pause in its expansion but World War II with the heavy damage through air raids, saw the greatest set-back in modern London's history. Many public buildings were damaged and many areas were destroyed. Today, however, little evidence of this remains. London never ceases to charm and captivate the visitor.

The freshly arrived stranger in London cannot do better than remember W. E. Gladstone's much quoted advice to a group of American travellers, "The way to see London is from the top of a bus". This is certainly true if one wants to get a general idea of the layout of the city. The famous characteristic red buses are an excellent way to travel. Alternatively, the efficient "tube" (subway) can be used and this extends far out into the suburbs of London.

The Houses of Parliament, Parliament Square, Westminster Abbey, Buckingham Palace, St. Paul's, The Tower, Trafalgar Square and Piccadilly, are among the most famous sights in London, but there are many others of equal interest, even though their fame is less widespread. The aim of this London Academic Year program is to open the less well-known but equally attractive features of London including the Wren churches of the city, splendid houses such as Kenwood and Chiswick and the Guild headquarters of the Goldsmiths', Fishmongers' and others.

Like all great cities of the world, London possesses priceless art treasures. It is exceptionally rich in museums and galleries. The following connections will be of particular interest to Academic Year students and will feature in their studies.

The National Gallery comprises one of the richest and most extensive collections of paintings in the world and stands overlooking the north side of Trafalgar Square. The view from the portico over Trafalgar Square down Whitehall to the Houses of Parliament is one of the finest in London.

The collection admirably covers all schools and periods of painting and is especially notable for its representation of the Italian schools of the fifteenth and sixteenth centuries. The British school is also well represented. Its 4,500 paintings only about one-third of which can be displayed, comprise works by Constable, Gainsborough, Bellini, Rembrandt, Van Dyck, Murillo, Millet, Boudin and Degas to mention just a small selection.

The Tate Gallery accommodates the greater part of the national collection of British paintings as well as the national collection of modern foreign painting, mainly from France, and of modern sculpture. The gallery, designed in a modified classical style, stands on Millbank facing the Thames.

On the ground floor is the sculpture gallery including works by Rodin, Degas, Epstein and Henry Moore. British paintings are arranged on the left of the gallery. Treasures by William Blake, Sir Joshua Reynolds, James Ward, Constable, Turner, Sir John Millais and Sargent are to be found. In the basement there is a magnificent collection of British watercolours and drawings and a selection of modern foreign paintings. Works by Cezanne, Gauguin, Monet, Van Gogh and Pissaro are represented in the Impressionist Room and the exhibition of contemporary Foreign Paintings includes works by Chagall, Matisse and Paul Klee.

The National Portrait Gallery adjoins the National Gallery. The collection was founded in 1856 with the object of illustrating British history, literature, arts and science by means of portraits of the most eminent men and women. The works number about 4,000 sculptures, paintings and drawings, representing about 3,000 persons.

The British Museum comprises the National Museum of Archaelogy and Ethnography and the National Library, the largest and richest library in the world. The main collections in the museums are of prints, drawings, manuscripts, coins and medal ethnography, and Egyptian, Western Asiatic, Oriental, Greek, Roman and British antiquities.

The Victoria and Albert Museum at South Kensington is the national museum of fine and applied art of all countries and periods. It comprises also the national collections of sculpture (except modern), watercolors, miniatures and the national library of art. It is housed in an impressive Renaissance building designed by Sir Aston Webb.

The National History Museum and **The Science Museum** also house outstanding collections.

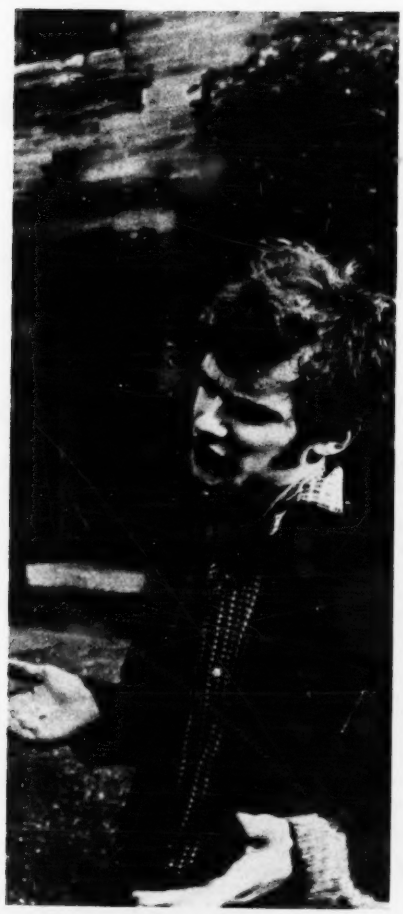
The theater, opera and concerts of the British capital are magnificent and students will be encouraged to take full advantage of the superb programs which are available. The National Theatre and Royal Shakespeare Company are in residence throughout the year. Other famous theaters including the Haymarket, Royal Court, Mermaid and Criterion, provide a constantly changing list of attractions representative of traditional and contemporary drama.

England, center of European music making in the sixteenth and seventeenth centuries, has returned to a position of musical eminence in the twentieth century and is now one of the major music capitals of the world. Five famous orchestras–The London Philharmonic, London Symphony, BBC Symphony, Royal Philharmonic, and the incomparable Philharmonia play regularly throughout the year and there are numerous distinguished chamber orchestras including the Philharmonia of London. Opera is presented on a large scale at the Royal Opera House Covent Garden–the National Opera Company–and at the Sadlers Wells Opera.

The Royal Ballet of London is one of the World's greatest ballet companies and has among its principal artists Margot Fonteyn and Rudolf Nureyev. The London Festival Ballet, the Ballet Rambert and the experimental Western Theatre Ballet also have seasons on the London stage. Music making by recitalists and small ensembles is also an important feature of the London music scene and the distinguished Amadeus String Quartet among others, is based in London.

Richmond

Richmond lies in the immediate vicinity of London and is one of the most attractive suburbs of the capital. The underground railway into the West End seven miles away, takes twenty minutes. From Richmond Hill there is the famous view of the Thames and the surrounding countryside and an outstanding feature of the town is its large number of parks and open spaces and interesting buildings. Richmond is primarily a residential district and is thus an important shopping area and a center which offers a wide variety of amusements and facilities.



The parks which contribute to giving Richmond a countryfied air are perhaps the principal attraction of this popular and much sought after town. Bushey Heath, Barnes Common, Ham Fields and Sheen Common are all open to the public. Richmond Park is the most renowned of Richmond's parks. It is over 2,000 acres in extent, ten miles in circumference and contains many herds of deer. It is also the home of Princess Alexandra who lives in the White Lodge, a house that has been associated with the Royal Family for many years.

Hampton Court is one of the finest specimens of Tudor architecture and was formerly a Royal residence. Cardinal Wolsey presented it to Henry VII who fell in love with this delightful residence and added the great hall and the chapel, which are both in Gothic style. It contains five quadrangles of which only two remain, the third of which was erected by Sir Christopher Wren at the request of William III. The State Apartments and Picture Galleries are open to the public. The gardens, laid out in the Dutch style are extremely graceful and the famous maze rounds off and heightens that atmosphere of lightheartedness so rare in English architecture.

The Royal Botanic Gardens at Kew are world renowned. Dating back to 1759, they grew up around the domain of Kew House and today cover an area of about 300 acres. The greater part of the gardens was developed by the first two directors, Sir William and Sir Joshua Hooker. The living collections constitute over 45,000 varieties of species of plants. The Kew Observatory was built within the park in 1769 and is still standing today.

Other interesting buildings to be seen in Richmond are the former Richmond Palace used by Elizabeth I, Ham House, built in 1610 and now preserved by the National Trust, York House and Kneller Hall.

Richmond possesses many fine Queen Anne and Georgian houses, notably Maids of Honour Row and Trumpeter's House. The charm of Richmond's domestic architecture makes a lasting impression on those who visit the town.

Many of its activities stem from the fact that it is located on the Thames. There are clubs and facilities for rowing, sailing, yachting and fishing. There is a magnificent skating rink open to the public. Richmond has a host of clubs for art, drama and theatrical enthusiasts. Although it is within easy travelling distance of the West End, it possesses four cinemas and a theater of its own.

Richmond College

Founded in 1843, Richmond College was, until 1972, a constituent institution of the University of London, one of the most important Universities in the world. It is now a private Liberal Arts College incorporated in the District of Columbia and affiliated with the American Institute for Foreign Study. Nearly 200 students are currently in residence. The majority of these students are American third-year undergraduates, drawn from colleges and universities all over the United States, spending their junior year abroad. A wide variety of Liberal Arts Courses are offered and these courses are taught by lecturers and tutors drawn mainly from London University and other London Colleges.

Occupying an excellent site at the top of Richmond Hill, a superb London beauty spot, the college is within a few minutes walk of

the Royal Park of Richmond. The college campus has charming grounds and the architecture of its buildings is in the finest tradition of English Academic gothic.

The halls, dining rooms, common rooms, and library of the college are most impressive and embody the features of collegiate life for which British university life is so famous.

Residence
Students will live either in the main building or in separate houses situated in the grounds in either single or double rooms. The college is centrally heated and has ample showers and bathrooms.

Students will generally be required to live in the college and only in exceptional circumstances will permission be given for students to live out. The reason for this is that AIFS is required to reserve accommodation in the college well in advance in order to ensure sufficient rooms are available.

Breakfast and dinner will be taken in the college dining hall. Lunches will be taken at the central London University campus.

Because the college is used for conferences during the Christmas and Easter vacations, all students must vacate their rooms during this period. Locked store rooms are of course available in which students may store their belongings during this period.

Classes
In order to facilitate contact between British and AIFS students, most classes will be held in the University of London complex in Bloomsbury, which is situated about twenty minutes by subway from Richmond.

Travel to London

Since Richmond is situated on the underground (subway) system, students have easy access to and from the center of London at all times of the day. AIFS provides students with monthly tube (subway) tickets *free of charge.* These tickets allow unlimited travel between Richmond and Central London. This enables the students to travel as far as they need for classes, theaters, museums, restaurants, etc.

Library and Social Facilities
All students will be given membership of Richmond Library. Students are also required to make application through the Dean of Administration Dr. Felix Jay for membership of the University of London Library.

Students may also study by prior arrangement in the British Museum Library and elsewhere.

Students will also become members of the University of London Union and may use the extensive facilities of the Union which include a restaurant where lunch and an evening meal can be obtained at cheap prices, a bar, swimming pool, gymnasium, squash, badminton and a table tennis room as well as reading and rest rooms.

The Director of Studies of Richmond College, Mr. C. A. L. Wilson also has an office in this building.

Other sports facilities are available in the Richmond area including boating, tennis, golf, soccer, rugby and athletics.

Cultural Activities Program
The tuition fee paid by students includes a weekly schedule of cultural activities. The Social Co-Ordinator helps students gain the maximum benefit from their stay in London by organizing an extensive social program. She will assist students in arranging visits to all places of interest in and around the British capital. Last year, AYE students' activities and visits during the first quarter of the program included: Get Acquainted Mixer; Discotheque Evening; Barbecue and Folk Evening; Reception and Party for Tutors, etc., plus visits to such places as Canterbury, Cambridge, Stonehenge, Salisbury, Bath, St. Albans, Woburn Abbey, Stratford and other historical and scenic locales. This program is organized to ensure students learn as much as possible about British cultural life.

Financial Aid
A small number of working studentships are available in London that involve approximately 4 hours work per day. These posts may involve driving, janitor duties, household duties or child minding and in certain cases residence with a family off campus. Students applying for and receiving a studentship will have $750 deducted from their fees.

Organization of Courses.
Most AIFS students will attend special courses taught by tutors from London University and other colleges and schools in the area. AIFS students will find that the British system of lecturing emphasizes the value of small classes and tutorials and the importance of students' essays as the means whereby the student learns to evaluate facts and differing points of view, and organize and express his or her own ideas and interpretations on academic subjects with greater fluency and accuracy. To this end, the largest classes for the AIFS program will not exceed thirty students while the majority will average 10 or 12. Every student will be expected to write a weekly essay or paper at some length based on his class work, reading and research and in consultation with his tutor. Students enrolled for five courses will

submit three essays on each of their five subjects each semester.

Although the majority of classes have been organized specially for AIFS students (since British students are required to take highly specialized courses in order to satisfy their examination requirements) students will have many opportunities for associating with their British counterparts through their membership of the University of London Union, their attendance at classes at the City University, London University, inter collegiate lectures, the Courtauld Institute, the City and London Guilds Art School and elsewhere depending on their subjects of study.

Cooperating Institutions.
The colleges and institutions cooperating in the work of Richmond College Academic Year Abroad program are:

Birkbeck College, University of London, founded in 1823, and occupying a campus in Bloomsbury, the intellectual center of London. Birkbeck has an excellent reputation and is unique among the colleges of London University for its special provision for mature-age students. The enrollment of the college numbers 1,500 and it attracts students from all over the world to its undergraduate and second degree programs

The City University, London.
The City University is an example of a new type of university in England which grew to university status from more humble origins. Originally the Northampton Institute founded in 1891 for the education of poor working people and so called because it was built on land bequeathed by the Marquess of Northampton, it developed into the Northampton Polytechnic and later the Northampton College of Advanced Technology. Then in 1966 it received a royal charter founding the City University.

Courtauld Institute of Art.
Opened in 1932 as a result of substantial benefactions from Mr. Samuel Courtauld, Sir Joseph Duveen and Sir Hubert Cooke. The original headquarters of the Institute in Portman Square is one of the finest examples of the work of the brothers Adam. The galleries of the Institute include many important collections of paintings, drawings and other works of art. AIFS students may take courses leading to a certificate of the Courtauld Institute in the History of Art. Such certificates are awarded by examination.

North London Music Center.
This centre forms part of the internationally famous Hampstead Garden Suburb. The music center was founded in 1909 by the noted social worker and education reformer Dame Henrietta Barnett. The area is one of the most exclusive areas in North London and within five minutes walk of Hampstead Heath. Interesting local visits include Kenwood House, Golders Hill Park and famous taverns, such as "The Spaniards" "The Old Bull and Bush" and "Jack Straw's Castle", Hampstead, although a part of London, is a fascinating old-world village with many 18th century houses, curiosity and antique shops, boutiques and exhibitions by the many famous artists and sculptors who live there.

City and Guilds of London Art School.
Many students requiring art courses will attend the City and Guilds of London Art School which was founded in 1878 and received the grant of a royal charter in 1900. The school is an association of the Corporation and Livery Companies of the City of London created expressly for the advancement of fine arts. The aim and function of the school is to provide a serious training for students wishing to become professional artists and craftsmen. The staff consist almost entirely of eminent practising artists and craftsmen and the senior members are closely connected with the two greatest art schools in England, i.e., Royal College of Art and the Royal Academy Schools. Students of the Institute will be expected at the school for those courses for which they apply.

City of London Polytechnic.
The Polytechnic was created in 1970 with the amalgamation of two very prestigious London colleges–The City of London College and the Sir John Cass College. For more than 125 years, the City of London College has provided business and management education in one of the worlds greatest financial centers. The School of Art of the Sir John Cass College has two major departments, Fine and Applied Art and Silversmithing and Allied Crafts. Both departments provide courses for the professional artist and also for students wishing to broaden their artistic and cultural outlook.

Webber Douglas Academy of Dramatic Art.
Founded in 1926 by Amherst Webber and Walter Johnston-Douglas the school originally concentrated on the teaching of opera and singing. A policy change resulted in Elan O'Malley making dramatic training the main objective of the Academy supported by a comprehensive training for professional theater. Raphael Jago, the Principal of the Academy, was previously with the Theatre Royal York, and the Stratford East Theatre of Joan Littlewood. This Academy will be responsible for the Drama and Theater Workshop courses. The Academy also has its own theater, the Chanticleer Theatre, built in 1932.

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M.A. (Oxon),
Professor of American Studies,
University of Sussex.

Mr. Michael Daley, A.R.C.A.,
Sculptor and Design,
Tutor, City & Guilds of London Art School.

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Lecturer in English Literature,
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The Study Centre, London.

47

Mr. Michael Freyhan, M.A., L.R.A.M.,
Lecturer in Music,
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Mr. P. S. Gilbert, B.Sc., (Econ) (Lond. Hons).,
M.A. (Soc.) (Essex),
Writer, Sociologist and Lecturer.

Dr. D. R. Gray, B.Sc., M.Sc.,
Lecturer in Economics,
City University, London.

Mr. C. Harrison, B.A., (Cantab).,
Playwright,
Writer for the B.B.C.

Mr. George Hartley,
Lecturer, Publisher and Editor,
Editor of the *"New Poetry"* program for the B.B.C.

Mrs. H. Hayward, F.S.A.,
Formerly Lecturer at Metropolitan Museum and National Gallery in New York,
Author of *"World Furniture"*.

Rev. Dr. Harry Johnson, T.Th., Ph.D.,
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Member Royal Opera House Company,
Covent Garden, London.

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Teacher of French Language and Literature,
Sussex University.

Dr. A. J. Lyon, M.A., Ph.D.,
Lecturer in Philosophy,
City University,
London.

Mr. A. L. MacFie, B.A., M.A.,
Lecturer, Writer, Broadcaster,
An expert in Middle East History and Politics.

Mr. D. MacIver, M.A.,
London School of Economics,
University of London.

Mrs. M. F. Mainstone, M.A., (Radcliffe),
Doctorial degree of Leydon University,
Director, Education Department
Victoria and Albert Museum, London.

Rev. David Mason, B.D., (London), S.T.M. (Boston),
Director of the Hammersmith Project on behalf of the Committee for City Poverty.

Dr. S. H. Miller, B.Sc., Ph. D., (London),
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City University, London.

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Actor, Director and Author,
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Member of Parliament,
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Dr. H. P. Rickman, M.A., D.Phil.,
Reader in Philosophy,
City University, London.

Mr. Julian Robinson, Des. R.C.A.,
Hornsey College of Art, London.

Mr. V. Seidler, B.A., (Oxon),
University College, London,
Taught Philosophy at M.I.T., (1971).

Mr. Harvey Sheldon, B.Sc., (Econ),
(Southampton),
Field Officer,
Southwark Archaeological Excavation Committee.

Mr. Michael C. Singer, B.A., (Oxon), Ph.D.,
(Stanford),
Imperial College of Science and Technology,
University of London.

Mr. Michael Slater, M.A., D.Phil. (Oxon),
Lecturer in English Literature,
Birkbeck College, University of London,
Hon. Editor of *The Dickensian* since 1968.

Mrs. Joan Wallis,
Lecturer,
Extra Mural Department,
University of London.

Rev. Dr. A. Marcus Ward. D.D.,
Lecturer,
Richmond College Divinity School,
University of London.

Miss Catherine Williams, B.A., M.A.,
Courtauld Institute,
London.

Dr. Margaret Wood, B.A., Ph.D.,
Lecturer in Psychology,
City University, London.

Mr. Alan Younger, D.A.,
Stained Glass Artist,
Formerly Department of Stained Glass,
Royal College of Art, London.

Courses for Juniors and Seniors
Odd numbered courses are given in the first semester and even numbered courses in the second. Most courses are given on one morning or afternoon per week in a three hour block consisting of lectures, seminars and tutorials. Suggested credit hours are shown in parenthesis. The Director of Studies reserves the right to cancel entirely or modify courses for which there is an insufficient enrollment.

English–301-302– (3) (3)
Chaucer
An examination of the Life and Writings of Geoffrey Chaucer and an assessment of the significance of Canterbury Tales. This course also covers the works of several of his contemporaries. See History 311.

English 303- (3)
Development of the English Language (Philology).
This course traces the growth of the English language from its originals to the present day, looking at the processes of change innate in language and at the influences exerted by other languages. Attention will be given to different varieties of English, and to divergencies between British and American English.

English 305-306 (3) (3)
The Stage in English Cultural Life.
This course studies the history of drama in England from the mediaeval mystery play to the modern theater and in its later stages it is closely related to plays currently being performed in London.
In addition to the study of the writers and texts, students will also examine their literary, social, technical and interpretative background.

English 307-308 (3) (3)
Women in the Novel
(Femininity in the English Novel).
In the main, it has been the man that has played the dominant role in literature's stories and dramas–as he has, ostensibly, in society. The novel, however, is a form which has redressed the balance to some extent and presented the female consciousness. In this course, some eminent examples of the heroine will be studied, along with some background reading of "feminist" literature, including some writings of the current Women's Liberation movement.

English 309-310 (3) (3)
The Modern English Theater and Drama (Modern English Dramatists)
A detailed survey of salient developments in the theater and dramatic literature from the end of the 19th century to the present time. Some consideration will be given to the background events which instigated these developments and an assessment of the consequences will be analyzed. Audio-visual material will be demonstrated at intervals by the tutor, including interviews with many English playwrights, directors, actors; along with actual recordings of recent professional productions. The course is broadly based, and therefore will appeal to students with a wide range of interests and subjects.

English 312 (3)
Recent British Poetry
(Poetry in Contemporary Britain)
Tutor: Mr. George Hartley.
This course begins with a survey of British Poetry since 1950 and goes on to a critical analysis of poems by Philip Larkin, Ted Hughes and Thom. Gunn. Essential books include:–*The North Ship* Philip Larkin; *The Less Deceived,* Philip Larkin; *The Whitsun Wedding,* Philip Larkin; Selected Poems, Ted Hughes; Selected Poems, Thom. Gunn.

English 313-314 (3) (3)
Creative Writing
A writing workshop conducted by successful young English authors and designed to develop the skills and awareness of participating students.

English 315-316 (3) (3)
Dickens and the Victorian Scene (1835-65)
This course will concern itself primarily with Dickens as a social critic and satirist, and will examine his continuing preoccupation with such themes as the link between poverty and crime, education, true and false charity, middle-class snobbery and materialism and the failures of such institutions as Parliament and the Law.

English 317-318 (3) (3)
The Augustans: English Literature 1660-1790
The syllabus is designed to cover the major forms of literary activity in the Augustan period through the study of representative works of the major writers. Attention will be paid to the relation of critical theory to literary practice, and to the development of new forms and the decay of old ones. Works will be studied in roughly chronological order to relate them to contemporary events but comparisons with later treatment of similar ideas may override strict sequence. History 312 complements this Course.

English 319-320 (3) (3)
The Modern European Short Story
The course will cover the origin of the short story in oral cultures and its relation to the folktale, fairy tale, myth and parable. It will also go into the nature and limitations of the genre and the reasons for its relative decline in modern fiction. It is hoped that a fairly wide cross section of European short stories will be covered in the course. Stories will be selected from the works of Chekov. Isaac

Babel, Maupassant, Kleist, Thomas Mann, Pirandello, Kafka, Italo Svevo, Musil and late nineteenth century Yiddish short stories.

English 321-322 (3) (3)
Russian Literature
This course will cover the development of Russian literature from the early nineteenth century to the Bolshevik Revolution. It will begin with two lectures on the historical background and this will be followed by a discussion of Lermontov, Pushkin and the New Age of Russian Literature; Gogol and the Literature of the Thirties; The Great Age of Russian Realism; Tolstoy, Dostoevsky, Turgenev and Goncharov; Checkov's plays and stories; Leskov and Gorky; the symbolist poets of the late nineteenth century. The course will end with a discussion of the relationship between literature and the revolution with particular reference to Mayakovsky, Futurism, Isaac Babel and Zamyatin. It should be noted that the works used will be in English translation.

English 324 (3)
The English Romantic Poets 1798-1914
This course begins by analyzing the factors in the literature of their day which generated the reactions of the romantic poets. It goes on to trace the changes and developments in the Romantic Idea that occurred throughout the period covered by the course.

English 325 (3)
The Works of D. H. Lawrence
This course will examine the spiritual insight and artistic power of Lawrence while at the same time studying possibly the most characteristic feature of his work, the powerful anaylsis of the sex motive.

English 326 (3)
The Poetry of Dylan Thomas
The works of this highly attractive rhapsodist from Wales will be studied from his early days as a conspicuous figure among a host of younger poets to his death as a tragic and tormented figure.

English 401-402 (3) (3)
Selected Authors–Advanced Criticism
This course, designed for students with good knowledge of the techniques of criticism, will provide a penetrating study of certain authors whose works lend themselves to critical analysis. George Orwell, H. G. Wells, Graham Greene, C. P. Snow and Anthony Powell will be among the authors chosen for special study.

English 403-404 (3) (3)
Shakespeare's Comedies
A critical assessment at a very advanced level, of the Shakespeare comedies with study in depth of "As you like it", "The Taming of the Shrew" and "All's well that Ends well" (see History 314).

English 405 (3)
Biography in the English Tradition
An advanced critical course on the English Biographers from Boswell to the present day. This course will be given by one of the foremost authorities on the subject, Dr. David Daniells, whose teaching has won the acclaim of American students for many years.

Education 301-302 (3) (3)
English Education
This course will cover the development of the popular education in England. It will concern itself with the State Education and Private schools in the 19th and 20th centuries. It will examine Teacher Training courses, welfare of children and modern developments in English education.

Ecology 301-302 (3) (3)
Ecology and the Environmental Crisis
This course describes the properties of population of animals and plants and of cultural communities and ecosystems. As part of the discussion of human ecology, these properties are contrasted with those of temporate and tropical agricultural communities. Implicit in this program of study is the consideration of the biological time scale, and whether the human race in its demand for growth, affluence and convenience, is creating a situation that will lead to the breakdown of society and the permanent disruption of the life support systems on this planet.

History 301-302 (3) (3)
London Through the Ages
Beginning with the London of the Roman Conquest, this course examines the social, economic and cultural history of a town that developed into a capital not only of the British Isles but also of an Empire and Commonwealth.

History 303-304 (3) (3)
Britain and America
The story of the British role in the opening up of America, the colonial system, the American War of Independence, the emergence of Canada, and the development of Anglo-American relations in the nineteenth and twentieth centuries.

History 305-306 (3) (3)
Britain in European History
This one semester course, to be repeated in the second semester if required, is designed to give non-specialist history students a general knowledge of the chronology of events and development of thought in Western Europe with specific reference to England from the Roman Occupation to the Industrial Revolution. It is hoped that this broad survey will help students in their Literature and Fine Arts Courses. Students will be expected to come to seminars in order to seek information and discuss problems relating to their major subjects.

History 307-308 (3) (3)
Classical History
The first semester will be used to concentrate on the development and destruction of democracy in Greece, with special reference to Athens and Sparta, followed by a consideration of the problems of Rome in the two centuries before Christ.

History 309-310 (3) (3)
The History and Archaeology of Roman Britain
A study will be made of the cultural and social influences that the Romans exerted over Britain. An examination of Roman buildings and settlements in and near London, together with week-end visits to Roman towns. Visits to various Roman archaeological finds will also be arranged.

History 311 (3)
Background History to Middle English
A self-contained course that will examine the social, political and religious history from the Norman Conquest to the time of Chaucer. The all permeating influence of the wool trade and cloth making play an important part in the history of this period and will be examined in detail.

History 312 (3)
The Restoration and Eighteenth Century
An examination of the exciting period that sees the restoration of the monarchy, a peaceful revolution and the rise of commercialism. These factors, combined with an intense nationalism, forms a fascinating backlog to the literature of the period. An appreciation of political satire and moral realism is heightened by a knowledge of the turbulent events that preceded them.

History 313 (3)
The Changing Society of the 19th Century
The course will cover social, political and economic changes in nineteenth century Britain; the impact of industrialization on society; urbanization; the changing forms of social life in town and country; the growth of the factory and new work disciplines; the emergence of the Victorian world and the creation of the poor, criminal, sick and the insane; Trade Unions and the growth of socialism; the development of political institutions. The course will give an appreciation of the dramatic social changes that took place in that period and should assist students in their understanding of contemporary art and literature.

History 314 (3)
Historical Background to the Age of Shakespeare
William Shakespeare's life (1564-1616) spans the reigns of two monarchs: Elizabeth I (1558-1603) and James I (1603-1625). This one semester course, proposed to examine the social, political and religious life of the period and attempt to set the ideas embodied in Shakespeare's plays in the historical context of his time. For example, particular attention will be given to the nature of Tudor monarchy and how the concept of kingship is treated by Shakespeare; also the voyages to the New World will be discussed in relation to such plays as "Othello" and "The Tempest".

It will be assumed that the student is familiar with the plays of Shakespeare and will bring a copy of the complete works to each seminar.

History 315 (3)
The Development of Modern France 1789-1968
The course will examine the social, political, economic and cultural life of the French nation from 1789 to the evenements of 1968. A reading knowledge of French is not essential. The course will be taken by Dr. Roger Bullen of the London School of Economics.

History 316 (3)
Modern British History
This course will consist of a survey of British society and politics from the late eighteenth century to the mid-twentieth century. The major themes will be:

Constitutional and political developments
The industrialization of the economy
Social and cultural developments
Britain's relations with Europe and the wider world

History 317-318 (3) (3)
The History of Science
A study will be made of Greek Science (i): the social and historical background; the influence of Egyptian and Mesopotamian traditions; Greek mathematics.

Greek Science (ii) astronomy and cosmology from the Ionians to Ptolomy; Aristotle on Locomotion and the four elements; Archimedes' Mathematical Physics; from alchemy to chemistry.

The scientific Revolution: 1450-1700 – aspects of a transition, the new astronomy (Copernicus, Tycho Brahe, Galilei, Kepler); Galilei on falling bodies; the discoveries of the young Newton.

History 401-402 (3) (3)
Great Power Intervention in the Middle East in the period 1908-1936
The course will be based on a study of documents drawn for the most part from the Public Records Office, selected to illustrate the main features of British, French, Russian and United States policy in the Middle East during the period of the First World War and

its aftermath, that is, the period during which the Ottoman Empire finally collapsed and the states of the Modern Middle East were created.

Political Science 301 **(3)**
The British Political System
This course deals mainly with the function of British Parliamentary Democracy today, but also provides the historical background needed for a proper understanding of current events. Students will have the great advantage of being tutored by a member of the British Parliament. Regular visits will be made to the British Parliament.

Political Science 302 **(3)**
The Social Services
This course will provide an introduction to the developments and organization of the Social Services in Britain today. Four main areas will be covered: Health; Social Security; Housing and Education. The responsibilities of central and local government and the role of both the state and private sectors will be examined. The different approaches of the two main political parties will be discussed.

Political Science 303-304 **(3) (3)**
The Right and Left in European Politics
The syllabus for this course will cover the following topics:– The origins of left-wing thought before 1914. The pre-1914 roots of Fascism and right-radicalism Germany. Nazism in theory and practice. Italy: Fascism in theory and practice. The Soviet Union: Was the Revolution betrayed? France: Left and right in conflict. Spain: Left and right in civil war. Austria: Fascism in its clerical version. Hungary: Revisionism and right radicalism. Poland: Old fashioned autocracy under attack from young right radicals. Rumania: Fascism in its messianic form; the Iron Guard–an attempt to sum up.

Political Science 305-306 **(3) (3)**
International Relations
The course consists of an introduction to the basic concepts of international relations and a survey of some of the major problems of international society in the twentieth century.

The syllabus will include the following topics: the international system and the outbreak of the First World War: international relations between the wars and the origins of the Second World War; the cold war; the Middle East and the great powers since 1945; decolonization and the problem of developing countries; European integration; the nature of interaction among states–nationalism, national interest, national power, diplomacy, war; foreign policies of selected powers; norms and sanctions in international relations; agencies of international collective action.

Political Science 307 **(3)**
The Third World
An in-depth analysis of the states of the developing world–their problems and potentialities. The course will be given by a senior member of the London School of Economics.

Philosophy 301-302 **(3) (3)**
The History of Philosophy
The nature of and developments in philosophy assessed through an examination of the writings of the major philosophers from Ancient Greece to the present day.

Philosophy 303-304 **(3) (3)**
The English Philosophers
An assessment of the major English philosophers from John of Salisbury to Bertrand Russell and A. J. Ayer. This course requires detailed study of texts.

Philosophy 305-306 **(3) (3)**
The Christian Philosophers
This course covers the major Christian thinkers from Thomas Aquinas to Kierkegaard.

Philosophy 307-308 **(3) (3)**
Ethics and Equality
This course will be concerned with introducing philosophical thought about the nature of our moral lives. The course will focus upon philosophical concepts of equality and what it means for people to be equal. Students will have to read from the history of philosophy as well as being prepared to think seriously about how considerations of equality effect their lives. This is not a survey course. There will be readings from Plato and Aristotle as well as in Rousseau and Marx. Some thought will be given to how these questions have been developed in more recent moral and political philosophy.

Philosophy 309-310 **(3) (3)**
Existentialism
Intensive study on the theme of existentialism in modern philosophy from Kierkegaard to Sartre and of its variant expressions in psychology and literature.

This is a one semester inter-disciplinary course which will be repeated in the second semester.

Philosophy 401-402 **(3) (3)**
Hobbes and Locke
An advanced seminar on the writings and influence of Hobbes and Locke with critical analysis of "The Leviathan", "Treatises on Government", and "Essays in Human Understanding".

Philosophy 404 (3)
Independent Study
This course requiring the preparation of a short dissertation of 30,000 words can be taken by any students whose abilities and past experience qualify them for the course. Enrollments for the independent course are made by the philosophy tutor during the first semester.

Psychology 201-202 (3) (3)
General Psychology
This course will introduce students to the important aspects of contemporary scientific psychology. The first part of the course will consider the methods used by psychologists in studying behavior.

The second part of the course will be more concerned with the experimental analysis of behavior, with an emphasis on the way in which people react to their physical environment.

Sociology 301-302 (3) (3)
Understanding Social Life
This course will be concerned with the introduction of some of the central ways of thinking which have been developed in sociology and anthropology. It will consider what it means to think about the relationship between people and the societies in which they live. The theories of social stratification will be studied in detail. Readings will be taken from the classical writings within the sociological tradition, Toqueville, Marx, Wooer, Durkheim, and Simmel as well as the more empirical work which has been more recently done in America and Britain.

Sociology 303-304 (3) (3)
Community Work and the Inner City
A study of the social and political structure of modern industrial society with special reference to the inner city. It is intended to relate the course material to specific case studies and field work in the London area.

Sociology 305 (3) (3)
The Analysis of Organizations
Defining organizations: Comparisons with other sociakunits: the problem of prescription versus description: Organizational goals. Bureaucracy. Comparative analysis of organizations. Organizational structure and technology. 'Organizational choice'. Organizations and their members: total institutions: role conflict; Professional versus bureaucratic orientations. Organizations and the social and political environment.

Sociology 306 (3)
Urban Sociology
The process of urbanization; types of urban community; spatial and social structures of urban areas; urban ways of life and forms of organization; local communities; neighborhoods and housing; social aspects of planning.

Sociology 307 (3)
Sociology of Work
Occupational socialization, selection and choice. Transition from school to work. Work, its meaning and satisfactions; role strain and conflict; role performance; organizational and technological variables. Occupational strategies of independence; trade unions; professions. Work and non-work; conjugal roles, leisure; political and social attitudes.

Sociology 308 (3)
Personality, Socialization and Deviance
The field of social psychology: contemporary conceptualizations of social psychology; relationship to psychology and sociology; interactionist frame of reference. The study of personality; theories of personality development and structure; frustration and conflict; mental health and abnormal behavior; treatment of mental illness; personality and career choice. Deviant behavior; interactionist views of the socialization process; role theory; home and school determinants of socialization; effects of occupational roles.

Sociology 309 (3)
Attitudes and Interaction
Social attitudes; perception and stereotyping; images in the cold war; personality and prejudice, racial discrimination, modifying attitudes. The study of groups; interaction process in small groups, conformity and compliance, leadership, inter-group conflict, participant observation. Person perception and interpersonal behavior. Impressions of other person, game theory.

Sociology 310 (3)
Substantive Sociological Problems
Problem of order: the social contract; positivist versus idealist models. Concept of a system: functional prerequisites and pattern variables; social action theory and symbolic interactionism. Social conflict: institutional controls on conflict, revolution versus piece-meal change. Elites and political power: Historical pessimism and elite theory; pluralism versus mass society. Exchange and power: exchange as a condition of power; power and institutionalization. Modernization and social change: single factor approaches; values and social change. Social deviance; the social control approach; deviant careers and societal definitions of deviance.

Sociology 311 (3)
Methodological Issues in Sociology
Social evolution. The social construction of reality; symbolic interaction and existentialism. The typological method. Explanation in social science. Value freedom. The sociology of knowledge. Sociology and historical explanation: social engineers versus historicists. Causality and conjecture; structuralism, theory construction in the social sciences.

Sociology 312 (3)
Sociology of Science and Technology
Sociological explanations of the social organization of science; science as a social system; the scientific community. The process of discovery; scientific revolutions. Socialization and education of scientists. Occupational choice. Scientific identities and roles; problems of role strain and conflict; organizational and individual factors in role performance and creativity. Science and society; factors influencing the application of science, innovation and invention. Science and government; science policy.

Sociology 313 (3)
Criminology
The concept of crime, related to ideas of deviance, anti-social behavior and sin. Crime as a social problem. Problems in the measurement of crime. The Epidemiology and etiology of crime. Sociological and psychological perspectives. Problems of theoretical integration. A theoretical overview of the development of criminology since Lombroso. Biological and psychological schools of criminology. Sociological approaches. Contemporary theories of criminal behavior. The sociology of deviance and the interactionist perspective. Selected groups of offences and criminal behavior systems. Selected methodological issues; prediction and typologies.

Sociology 314 (3)
Penology
Societal responses to crime. The aims of a penal system and philosophical justifications. Social control and the organization of the penal system of this country. Contemporary problems in the British penal system: penal reform, sentencing policy, and treatment programs.

Sociology 315 (3)
Peasant Society
An analysis of distinguishing features of peasant societies. The scope of study will include sociological analysis of their family and kinship systems; ethnic groupings, social differentiation, village organization, religious institutions, cultural traditions, village organization and material production.

Sociology 316 (3)
Transitional Societies
The principal sociological features of societies in process of modernization are considered, paying particular attention to the effects of colonialism and to westernization, social differentiation and social mobility, urbanization, population growth, economic development and technological diffusion, political idealogies and movements, state organization, bureaucracy, and military institutions, ethnic integration.

Sociology 317 (3)
Sociology of Education
Social determinants of educational achievement; educational system and social mobility; transition from school to work; sociology of school organization; the occupation of teaching; education and the economy; education and social change.

Religion 301-302 (3) (3)
Contemporary Theology
This course examines the writings of significant twentieth century theologians including Karl Barth, Dietrich Bonhoeffer and Paul Tillich.

Religion 303-304 (3) (3)
The Comparative Study of Religion
This course is a brief survey of the history of four major religions; Christianity, Buddhism, Hinduism and Islam, with an analysis and examination of the principal beliefs and practices of each. In harmony with contemporary insights, what is offered is not an academic comparison of systems of thought, but an attempt at understanding of convictions.

Fine Arts 301-302 (3) (3)
English Art and Architecture
The History of its Images and Ideas
This course covers the history of English Art and Architecture from 400-1900 A.D. selectively–and entirely by means of the study of contemporary documents, and all important, the paintings and buildings themselves, extant in London. The aim is to participate as closely as possible in the ideas and intentions embodied in English culture, to examine their real–as opposed to "ready-canned" content and character. *The course is to be based on direct experience and fresh criticism practised in visual description instead of academic speculation.*

Fine Arts 303 (3)
Landscape and Gardens
This course examines the rise of Landscape Gardening in England, showing how the 18th Century passion for "antiquity" was reflected in the gardens of English country houses of that period–set out with "temples" and sculpture and recalling the setting of Horace's Villas. The course goes on to study the romantic and "picturesque" reaction that followed, and to show that the concerns of this movement were more literary than botanical.

Fine Arts 304 (3)
English Landscape Painting 1750-1900
This course will cover the great age of English Landscape art with its beginnings in the ideal settings of Richard Wilson and Gainsborough and in water color, Alexander and John Robert Cozens. It will cover the uniquely English school of water color landscape emerging in the latter 18th century

whose masters were Crome, Cox and Girtin. Constable and Turner in the 19th century developed both aspects, moving on from the "picturesque" to vivid, rich, personal and extremely accomplished painted representations of the natural world. In the 1850's and 60's the "Pre-Raphaelites", Holman Hunt, Millais, John Brett, attempted a literal version of nature in what landscape they produced. But the American artist, J. M. Whistler, working in England at the end of the 19th century, disliked them and indeed, simplified the purity of design, texture and tint already achieved by Turner.

Fine Arts 305 **(3)**
English Art Criticism 1750-1900
This Course will be held as an independent Study Course only. By means of tutorials, the course will cover texts about art from William Hogarth's *"Analysis of Beauty"* (1753)–a very serious treatise, nonetheless, characteristically illustrated by "satirical" diagrams–Sir Joshua Reynolds' "classical" *"Discourses"* on art addressed to the newly founded Royal Academy of Art in the 1860's and 70's, the more idiosyncratic texts of Johan Fuseli and James Barry (also Royal Academicians) to Ruskin's passionate and much misunderstood defenses of artistic veracity in the 1850's and 60's. William Morris's writings about art, and the works of the aesthete Walter Pater, characterize the later 19th century period.

Fine Arts 306 **(3)**
Modern Art
Theory and practice in Modern Art: A survey of international trends currently visible in the London art world. A major feature of this course will be the use of exhibitions of Modern Art in London to illustrate its theme.

Fine Arts 307-308 **(3)** **(3)**
The Crafts in English Civilization
Over two semesters, the students will trace the development of English furniture from Tudor days until the opening of the 20th century, against its European background. The development of the other decorative arts–glass, porcelain and silver–will be shown alongside. Lectures will be illustrated with slides, and seminar discussion groups will be held. Visits to Museums and country houses will also be arranged.

Fine Arts 309 **(3)**
Classical Art
A study of Greek painting, sculpture and architecture and the subsequent effects of Greek ideas and forms on Western art. The art and design of Roman cities during the Empire will also be part of the Course. Students will be expected to attend gallery lectures, and the course tutor will center course work on museum visits.

Fine Arts 310 **(3)**
Bronze Age and Mediterranean Art
Students will be presented with a comparison of the cultures of Egypt, Minoan Crete, Mycenaean Greece using the art and archaeology of the period. Like Course 309, this will be largely conducted in the many museums of London with their excellent collections.

Fine Arts 311 **(3)**
Stained Glass of European Cathedrals
The course comprises a comprehensive survey of stained glass in Western Europe from the earliest remaining examples of the 11th century in France and Germany, through to the present day embracing recent windows by such artists as Rouault, Matisse Leger and Chagall.

Emphasis, will of course, be placed on work of the 12th, 13th, 14th, and 15th centuries, when stained glass held such a predominating position in the hierarchy of the arts, but the decline during the 17th and 18th centuries will also be analysed together with the revival during the 19th century.

The limitations which the medium imposes on the designer will be closely considered and students will be encouraged to participate in practical work enabling the "Craft" to be fully comprehended. Color theories will be discussed and experiments carried out.

Fine Arts 312-313 **(3)** **(3)**
Primitive Art
Primitive Art is both rich and varied and contains perhaps the most powerful forms of human expression in artistic terms. Stone and Iron Age man endeavored to create images to propitiate the Dark Forces and sustained a continuity through ancestor cults. The word primitive denotes a category of a type of work rather than a description of the skill and inventiveness of works in wood, metal, stone and clay, the finest of which are highly skilled and expressive and rival the art of other civilizations and have had a profound effect on the greatest artists of our century.

The lectures will cover the Tribal Images, Masks and Bronzes of Africa and the Stone Age culture of the Australian Aborigine, whose art and way of life survive to the present day. Wherever possible, works will be selected from those on display at the Department of Ethnography of the British Museum.

Fine Art 314 **(3)**
Impressionism to Abstract Expressionism
This course will deal with the major developments of the period. Special attention will be paid to the influence of technique upon style and the problems of

55

interpretation, e.g., Romantic Imagery; Interpretation of Manet; Origins of Abstraction and similar movements.

Fine Arts 402 **(3)**
Rembrandt
The National Gallery and Wallace Collections of Rembrandt painting, and additional material in the British Museum Print Room, make London the best center in the world for the study of Rembrandt and his school. The course will cover the following:–
General Dutch background; Caravaggio and Utrecht School; Rubens, the international baroque and Rembrandt; Introduction to Rembrandt portraiture (visit to Queen's Gallery); Group Portraits, Frans Hals and Rembrandt; The Nightwatch; Dutch and Flemish Landscapes; Rembrandt's Landscapes; Visit to the National Gallery; Rembrandt's Etchings; Rembrandt's drawings; (and those of his pupils). Study in the British Museum Print Room; Rembrandt's early work and his pupils at this time (Gerard Don); British Museum Print Room; Rembrandt's pupils during his maturity.

It is hoped to arrange a trip to the Netherlands to study Rembrandt's paintings, etchings and drawings. This visit will be partly funded by AIFS but students should budget an extra $45.00.

Art 301-302 **(15)** **(15)**
Painting Diploma
This course leads to the Advanced Art Certificate of the City and Guilds of London Institute. The course of study includes Objective Drawing, Painting and Modelling; Design and Composition; Engraving and Lithography; Lettering; Anatomy; History of Art; Chemistry of Paint; General Methods and Materials. Examination requirements will be notified to students upon arrival in London.

Art 303-304 **(15)** **(15)**
Sculpture Diploma
Another Advanced Art Certificate course of the City and Guilds of London Institute. Students study Modelling from Life; Composition; Stone and Wood carving; Techniques of casting in plaster, cement, resins and bronze; Life Drawing; Ornament and Design; Anatomy; History of Art; General Methods and Materials.

Examination requirements will be notified to students upon arrival in London.

Art 305 **(3)**
Textile Design
The objective of this course is to initiate a critical awareness of design, to allow potential creative individuals to develop their aptitudes, to encourage questioning, to stimulate discovery and to promote creative behavior.

The course aims to develop understanding of creative design, to encourage experiment and knowledge across the entire field of two dimensional pattern and the method woven fabrics can be constructed, in printed and woven textiles.

Studies will be mainly experimental and students will study equally textile construction and two dimensional applied pattern, including the use of textiles.

Art 307-308 **(3)** **(3)**
Fashion Design
A course on the prevailing mode of men's and women's dress, including a brief history of fashion and the development of fashion design including manufacture, marketing and publicizing. Attention will be paid to the training of design students and the future of fashion design. Visits will be made to historical collections, manufacturers, retailers, fashion publications, art colleges and an optional trip to Paris.

Art 309-310 **(3)** **(3)**
Interior Design
The objective of the course is to initiate a critical awareness of design, to allow potentially creative individuals to develop their aptitudes, to encourage questioning, to stimulate discovery and to promote creative behavior.

The aim of the course is to provide students with a clear understanding of theory and practice in design and technology, as an integral part of the built environment, which includes a team consisting of the planner, architect, specialist, engineer and designer.

Students will be introduced to a series of studies based on a seminar and tutorial system involving theory and where possible, practice and observation.

Art 311-312 **(3)** **(3)**
Still Life
A traditional study that permits objective observation, as well as the process of selection and abstraction of color, form and space, and experimentation with different media in the development of a design sense in composition.

Art 313-314 **(3)** **(3)**
Plant, Animal and Natural Forms
Study in organic shape, movement and structural form. Working sessions are arranged at the Zoo, Kew Gardens and the British Museum of Natural History. Landscape studies are an extension of these subjects.

Art 315-316 **(3)** **(3)**
Costume, Figure and Portrait
The whole man in his surroundings, his personality and clothes, offers a rich ever

changing source of new ideas and interpretation.

Art 317-318 (3) (3)
Life Drawing and Painting
Study from the nude figure forms a basis for the discipline of objective drawing and the principles of painting. Models are available all day and during the evening periods.

Art 319-320 (3) (3)
Anatomy
The relationship between the skeleton and the muscles to the form of movement of the human figure are developed in association with study and analysis from the live model.

Art 321-322 (3) (3)
Composition and Design
Students undertaking these studies will need to have some knowledge and experience in the use of at least one medium. Projects for an architectural context are considered in terms of the presentation of ideas and the problems of carrying out large scale work.

Art 323-324 (3) (3)
History of Art
A general course in the History of Painting from 13th century to the present time with close attention given to a number of artists. An introduction to major trends in architecture is included. Special lectures are advertised from time to time.

Art 325-326 (3) (3)
Graphic Design
The programme aims to develop in the student an awareness of design through methods of visual communication. Personal research and experimentation are encouraged.

Art 327-328 (3) (3)
Image Research
Studies investigate sources of image potential through varied drawing and printing media techniques.

Art 329-330 (3) (3)
Typographical Design
Instruction involves the creative aspects of layout and design, combining the use of letter forms. Students may develop their project work to the printed stage using typesetting and the letterpress machines.

Art 331-332 (3) (3)
Illustration
Many different facets of illustration and their varied application are explored and include the design problems relating to graphic design and production.

Art 333-334 (3) (3)
Photography, Still, Cine and TV Techniques
Project work can be developed with still and cine-photographic equipment. Instruction offers the basic techniques for the graphic designer and exploits the visual possibilities of the media. The application of design experience includes opportunities of designing for the City of London Polytechnic-Television Unit.

Art 335-336 (3) (3)
Bookbinding
Instruction is given in all stages of hand binding including full and quarter leather and library binding and publishers' case binding. All stages are included of forwarding, sewing, rounding and backing, ploughing, coloured and gilt edges, sewn headbands and covering. A study of finishing includes gold and blind tooling and zinc and wood block printing. The book-binding design is experimental and contemporary in feeling.

Art 337-338 (3) (3)
Etching
Traditional and experimental relief techniques.

Art 339-340 (3) (3)
Printmaking and Photo screen
Students are encouraged to explore their own ideas and develop a means of personal expression and composition through the different processes involved. Facilities are available for block-printing, including lino-cutting, lithography, etching and screen and photoscreen printing.

Art 341-342 (3) (3)
Lithography
Offset litho, mainly from zinc plates.

Art 343-344 (3) (3)
Screen Printing
Autographic and photoscreen techniques.

Art 345-346 (3) (3)
Methods of Ceramic Production
Handwork, including slab work, pinched and coiled pots, press-moulded dishes and ceramic jewelry; thrown work technique.

Art 347-348 (3) (3)
Ceramic Decoration
Use of the techniques of slip, graffito, inlay, engraving, sprigging, under-and-on glaze painting, wax resist is taught.

Art 349-350 (3) (3)
Advanced Ceramic Work
Students may use all the techniques and studio facilities, and are encouraged to undertake the discipline involved in making sets–tea and coffee sets, bowls, jars, and casseroles. Students interested in a freer

approach undertake more handwork, progressing towards ceramic sculpture and architectural concepts.

Art 351-352 **(3) (3)**
Studio Pottery
Studio potters may concentrate on the design and development of a personal style. Specialized instruction is given to the practical production side of the craft, including to weight and measure, throwing and fast repetition work, knowledge of materials and the compounding and testing of clay bodies. Glazemaking and the chemical composition of materials may be taught in connection with the preparation of glaze tests, firing of kilns and the production of biscuit and glost firing.

Art 353 **(3)**
Modelling
Claywork is produced mainly for final reproduction in plaster, resin or cement fondu. In conjunction with the ceramic section, a limited amount of terra cotta claywork may be fired. Figure composition is a central discipline and instruction is given in the studio in the making of the necessary armatures. Drawing is encouraged as a means of investigation and selection.

Art 355 **(3)**
Wood and Stone Carving
Sound craftsmanship forms the basis upon which the student is encouraged to develop ideas through the potential and limitation of such material and technique.

Art 357 -358 **(3) (3)**
3D Design and Construction
Basic design and experimental periods, workshop based, encourage the student to extend his range of expression through the use of different materials and methods of production.

Art 359-360 **(3) (3)**
Casting
Traditional and Contemporary methods of casting including bronze casting and reproduction may be undertaken in association with students' own work.

Art 361-362 **(3) (3)**
Silversmithing
The aim of the silversmithing course is (i) to train the student to gain a livelihood in industry and (ii)to use the craft as an educational medium to broaden the students artistic and cultural outlook. All fields of the craft are catered for including the trades of chasing and engraving, as well as the specialized techniques of metal spinning.

Art 363 **(3)**
Jewelry and Diamond Mounting
The courses of instruction are planned from sequences of basic processes to the more advanced techniques. In addition, research into the uses of materials and techniques is continuously covered. The additional crafts of stone setting, engraving and enamelling are also studied.

Art 365-366 **(3) (3)**
Engraving
Instruction is given in the special techniques applicable to all branches of the engraving trade including hand and machine techniques, etching, inlaying, damascening and die-sinking. The history of the craft and its technological problems are covered by lectures and practical work. There are special classes for design, lettering, layout and heraldry.

Art 367-368 **(3) (3)**
Metal Casting
Experience is given in a wide variety of casting methods. Sand, cire perdue, salbrig, pressure and centrifugal casting.

Art 369-370 **(3) (3)**
Silverware and Jewelry Design
Courses in design are planned to give the student an appreciation of traditional and progressive design and the sources of present-day creative inspiration. Students are taught presentation and workshop drawing. The problems connected with the design of domestic and ecclesiastical work are covered and the design and presentation of quality jewelry is also taught.

Art 371-372 **(3) (3)**
Enamelling
The course takes the student from an exploration of the basic traditional technique to the more experimental approaches to the craft and its application to metal decoration and jewelry.

Art 373-374 **(3) (3)**
Gemmology
A course organized to introduce the student to the recognition of gemstones and to the more advanced testing, using the latest scientific aids for the Preliminary and Diploma examinations of the Gemmological Association.

Theater 301 **(3)**
The Art of Direction
A course designed for the serious student of the theater. Students will study the unifying role of the director in the theater in relation to varying styles of writing and presentation. Lectures and practical sessions will be supplemented by opportunities to observe the work of Directors in the London theater. It is hoped that the course, and 302, will be

taught by Mr. Norman Ayrton, until recently the Principal of the London Academy of Music and Dramatic Art.

Students will be supplied with a reading list upon arrival in London.

Theater 302 **(3)**
Style and the Craft of Comedy
This will be a workshop session, a course involving a study of the relationship between the physical and vocal techniques of the theatrical styles in the great periods of comedy writing.

Theater 303-304 **(3) (3)**
Stage Management
A theoretical and practical course in stage design and method. Consideration will be given to practical aspects such as rehearsal procedures, preparation of prompt scripts, company management and planning, and adaptation necessary to such circumstances as repertory, "long runs", tours, as well as theatrical variants such as ballet, opera and musicals.

Theater 305-306 **(3) (3)**
Theater Costume, Design and Make-Up
The history of costume from the earliest time to present day will be examined along with the variety of materials favored by the designers. The importance of dress and costume in conveying playwrights' ideas, will be illustrated. The ingenuity of the make-up artist in assisting comedy and character acting will be supplemented by simple demonstration of effective techniques.

Theater 307-308 **(3) (3)**
Theater Management
During the first semester, the work will be preliminary to Intermediate; the second semester Intermediate to Advanced. Integral to the whole course will be vocal studies, the phonetics of modern English, training in mime techniques, exercises in individual and group interpretation. Instruction in direction will include the manipulation of varying types of acting area, the dynamics and controls necessary for ensemble playing. The course will involve rehearsal techniques, sound-tape and lighting design. At least two new works will be prepared for demonstration. Tutorials will form part of the program; and all students will be expected to view performances at LAMDA, Rada, and other leading Academies and Schools.

Theater 309-310 **(3) (3)**
The Classical English Theater in Practice
The course has a two-fold purpose: consideration of classical English plays as 'theater' works, as well as literature, by practical demonstration; and secondly, to enhance this approach by study of fundamental skills, as taught in most of the leading English drama departments and academies. This will include interpretation of dramatic verse, direction of classics, textual analysis/adaption/selection, characterization, swordplay, emblematic staging, costume, etc. Prominent among the many Authors to be studied will be Shakespeare, Johnson, Marlow, Webster, Middleton, Dekker; Concurrent with works from the Mediaeval Cycles, Tudor Interludes, Comedia dell' Arte, Restoration Comedy, and the 18th century. Rare facsimile texts may also be used. The course should prove of value to students of theater arts, drama, English literature, literary criticism, writing and all those interested in the stage in cultural history as an inter-disciplinary study. Individual programs may be arranged. It is hoped to tele-record one session at London's leading film college.

Theater 311-312 **(3) (3)**
Workshop in Acting
The course is designed to give the student some insight into the techniques of acting and production used in the English Theater in its approach to both Classical and Modern English drama.

The first part of the course will concentrate on the physical techniques of acting; on voice and movement and on ways of gaining an understanding of different roles.

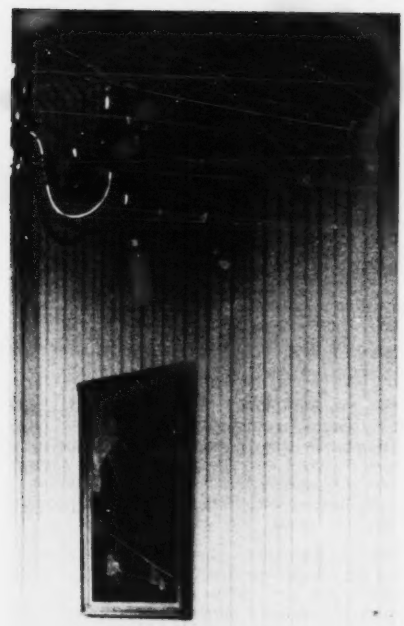
In the next part, the emphasis will shift to a study of the producer's problems which will run concurrently with continuing work in voice and movement.

The final stage of the course will be mainly concerned with the rehearsal of contrasting excerpts from English plays. These will be presented before the teaching staff, who will follow them with a period of constructive criticism and advice.

Communication Arts 301-302 **(3) (3)**
Workshop in Journalism
A course covering the principles and practice of journalism designed to give students a comprehensive view of the subject from the English standpoint. This course includes several field visits and an independent study project in the second semester.

Communication Arts 304 **(3) (3)**
Journalism–The European Scene
A study of contemporary developments in European journalism. This course also makes appropriate comparisons with the state of journalism in North America.

Communication Arts 401-402 **(3) (3)**
Journalism Independent Study
Students with a good background in journalism will be considered by the Course tutor for special independent study and research under his personal guidance. A 20,000 word dissertation will be expected of students who enrol for this course.



Richmond College Common Room.

Music 305 (3)
The Romantic Music and Revolutionary Influence
A study of some of the works of Berlioz, Schumann, Wagner, Tchaikovsky and Brahms brings out the beauty of this romantic age in music and its relationship to the revolutionary new beliefs in art, literature, poetry and drama.

Music 306 (3) (3)
Twentieth Century Music
A study will be made of jazz, folk songs, musique concerte and electronics. A special study will be made of the works of Schoenberg, Bartok, Kodaly, Stravinsky, Stockhausen and Boulez.

Music 307-308 (3) (3)
Independent Study Projects
Each student will be required to make a special study of set topics such as Music and Theater, Music and Religion, Music in London since 1400, etc., together with a further dissertation on a composer of their choice. Thus, two dissertations of 6,000 words will be required–one each semester.

Music 309 (3)
The Art of Composition
Students will study different methods, forms and techniques of composition, and will be expected to produce their own musical composition (in any style) at the end of the course.

Music 310 (3)
Teaching and History of Musical Education
Methods of teaching music for professional and amateur students from Guido d'Areyzo to Kodaly and Orff. A special study will be made of technique and psychology in teaching.

Music 311-312 (3) (3)
Aural and Practical Music
These courses will involve all aspects of musicianship including sight-reading, sight-singing, and the recognition and dictation of tirades, melodies, rhythms, harmonic instruments and singing are provided and students may enter for the examinations of the Royal School of Music.

Music 313 (3)
Harmony and Counterpoint
An examination will be made, using a graded course of the classical methods of the period 1600-1900.

Certification, Grading and Transfer of Credit for Juniors and Seniors
Students work will be evaluated on the following basis:

1. Written Work
Students will be required to submit substantial written work, which will

necessitate considerable private reading, for each of the courses. Each course tutor will require approximately three essays or research papers per semester; thus a student taking five courses will on the average submit one essay per week.

These essays will be graded by the tutor. *Students will be required to keep a folder of all their written work.* These papers will play a considerable part in determining the student's overall grading for each semester.

2. Semester Examinations
Where suitable, tutors will prepare semester examination papers or tests. These examinations will be graded: A , B, C, D or Fail. Where the American university requires it students may also be graded on the Pass/Fail basis.

3. Class Attendance and Participation
Class attendance and participation will also be taken into account in determining semester gradings. Students are required to attend classes on a regular basis.

The Academic Board will meet at the end of each semester to review each student's work.

Detailed transcripts will be prepared for each student which will summarize courses taken and grades achieved. These transcripts will be certified by the Academic Board.

Transfer of Credit
Students must make arrangements for the transfer of credit with their departmental head *before departure from the United States.* AIFS will supply all information necessary to do this, such as transcripts, but it should be stressed that the decision to grant credits rests *in all cases* with the American college or university.

FRESHMEN AND SOPHOMORE COURSES

Besides its courses for juniors and seniors, Richmond College offers courses at the 100 and 200 level leading to the Associate of Arts degree. During the academic year 1972-73 these courses were offered on a pilot basis for about ten per cent of the student body. As a result of the great popularity of the courses, the 100 and 200 level courses will be considerably expanded in1973-74. A wide variety of liberal Arts courses will be offered in Art, English, Languages, Social Sciences, Theater Arts, Music, Natural Sciences, Mathematics, and Business Administration. Transfer credit to US Colleges is arranged for students who successfully complete their course of study and the A.A. degree will be granted.

The authority for Richmond College to grant the A.A. degree will be derived through a license from the Board of Higher Education of the District of Columbia. Appropriate application is being made and it is anticipated that this license will be received before members of the first graduating class are eligible for the Degree in June 1974.

Residence
All freshmen and sophomore students stay in College. There are two houses of the College set aside for them and students will, in the main, be accommodated in double rooms during their first year. Some students stay in triple rooms. After their first year at the College all students may stay in single rooms.

Admission Requirements and Procedures
Places are limited and students should apply for admission as early as possible during the academic year. Applications are reviewed individually as soon as all documents have been received by the Director of Admissions, Academic Year in Europe Program, American Institute for Foreign Study, 102 Greenwich Avenue, Greenwich, Conn. 06830. The student's folder will be reviewed and simultaneously the student will be contacted by an AIFS Admissions Representative to arrange for a convenient date for the personal interview, which can be satisfied in or nearby the student's residence, school or at the Admissions Office in Greenwich. Normally students will be notified of the decision taken on their application within two weeks of the completed dossier being received.

In order to be accepted students must satisfy the following:
They must be High School graduates and possess an overall High School grade point average of 2.0 (C equivalent), or if a transfer student from another college have at least a 2.5 average (C+).
Satisfactory SAT or ACT test scores.

Be of good character and in good health.
Satisfactorily complete a personal interview.
Possess satisfactory writing ability in English.

Students who can genuinely satisfy the above requirements for admission are normally assured of acceptance.

Richmond College requirements for completion of the Associate of Arts Degree
The A.A. degree program is designed to be completed within two academic years of full time study, one of which must be completed in residence at Richmond College. Sixty semester hours must be satisfactorily completed, thirty of which must be completed in full time residence at Richmond College. In conjunction with the regular academic curriculum, all students are required to participate one clock hour per week in some form of physical education course each semester for a total of sixty clock hours of participation during the two years. A pass/fail credit system is used for all Physical Education courses.

Each student must maintain at least 2.0 overall average for all work completed at Richmond College, except if a student elects to specialize in a particluar subject area then he will be required to maintain a 2.5 average in his area of specialization during his final year of study toward the A.A. degree.

Each student must receive a satisfactory evaluation and recommendation from the Dean of Students at the end of each semester of attendance at Richmond.

Each student must participate each semester in a creative arts or cultural activity of his choice which is within any one or more of the following fields: Art, Music, Theater, Creative Writing.

After a student has completed the above, he is to have an interview with the Dean of the College and at that time becomes a candidate for the degree which is granted once each year in the month of June.

Transference of Credit
Since Richmond College requires a minimum of one academic year of residency for the A.A. degree, a maximum of 30 semester hours (or 45 quarter units) credit may be credited to a student for work satisfactorily completed at the college level at another institution.

A transfer student who seeks transfer credit must petition for an evaluation of his work earned at another institution after he has been accepted for admission to Richmond College.

International Transfer Students coming from college level institutions in their own countries may also apply for credit for college level work satisfactorily completed and are subject to the same policies governing transfer students which are outlined in this section. International students having completed Ordinary and/or Advanced level studies in the British system are eligible to apply for admission, as well as international students coming from any country which prepares the student to undertake college level work.

Credit by Examination
Students who have had advanced study in a given area may wish to challenge a course by taking an examination. The standard procedures for the examination are arranged in the following manner:

1. Student must complete and submit the Challenge of Courses by Examination Form (which may be obtained from his advisor).
2. Student must submit evidence he has had advanced study in the field in which he will be examined.
3. Advisor will consult Dean and Registrar about student petition.
4. Advisor will notify student of Dean's decision regarding examination.
5. Registrar will arrange to have examination proctored and given to student.
6. Examination will be graded and results recorded by Registrar on the student's transcript.

The cost of each course a student wishes to challenge by examination is $50.00.

Advanced Placement
Any student who successfully scores well on his Advanced Placement Tests will be given credit for college level course work and will be placed in an advanced standing. Evidence of test scores will be required from the student who should request CEEB or ACT to send the AP scores directly to the AIFS Admissions Office.

Academic Information
Student Classifications

I Regular Degree Student.
A student who has been fully accepted for admission to the Richmond College Associate of Arts Degree Program.

II Non-Degree or Interim Year Student.
A graduating high school student who has been accepted for admission for one academic year to study at Richmond College. A student who wishes to spend a year at college before applying for admission to a regular degree program. A limited number of non-degree interim year students will be accepted.

College Year
The academic year is divided into two semesters of 15 weeks each, beginning with the Fall Semester (September).

Withdrawal from a Course
A student may withdraw from a course in good standing within the two week period allotted at the beginning of each semester for this purpose. After this period, the grade of "F" will appear on the transcript for this course. During this period if a student withdraws from a course, no record is kept of the student having taken the course.

Withdrawal from the College
To withdraw from the College, a student must first report to the Dean of Students' office and proceed as directed by the Dean. It is recommended that a student review at this time the financial liabilities of his withdrawal.

Transcripts of Credit
An official transcript of a student's record is issued to other colleges only. Students may obtain an unofficial transcript upon request. Transcripts requested for other institutions will not be issued directly to the student. No charge for the first copy of the transcript will be made. However, additional copies will be issued at the fee of $1.00 per copy.
Transcripts and records will be withheld if the student has not completed his financial obligations to the college.

Course Load
The normal student course load is 15 hours per semester. Minimum course load a student can take is 12 hours per semester. Freshmen may not take 3-400 level courses. Sophomores may not take 400 level courses.

Grading Systems and Symbols used on Transcripts

Grades will appear on the transcripts as follows:

A	Superior attainment
B	Good attainment, above the usual average.
C	Average attainment
D	Below average
F	Failure
W	Withdrawal
DM	Dismissed

Plus and Minus signs are not assigned for specific courses, nor do they appear on the transcripts.

Course requirements for the A.A. Degree with a major area of specialization
Students who wish to elect an "area of specialization" may do so within any of the following areas:
Art
Business Administration
English
Fine Arts
French
History
Natural Sciences
Music
Political Science
Social Science
Theater Arts

Core Courses
12 units in English
6 units in History
12 units in General Humanities
6 units in Science of Mathematics
6 units in Psychology, Philosophy or Sociology
18 units in area of specialization
60 units total requirements for completion of the A.A. degree, plus 15 clock hours of Physical Education activity each semester for four semesters.

Typical Two Year Program

Freshman Year	Sophomore Year
Fall Semester	Fall Semester
English 101	English 201
History 101	Soc., Phil., Psychology
Science, Math.	3 electives
2 electives	
Spring Semester	Spring Semester
English 102	English 202
History 102	Soc., Phil., Psychology
Science, Math.	3 electives
2 electives	

Course Selection
Each Richmond College student is assigned an Advisor who will assist him in designing his curriculum from the time of entry through the A.A. degree. In cooperation with the advisor a student creates his program of studies meeting the required courses as well as the elective courses in a field of interest in which he is motivated. A student selects 40 per cent of his courses in fields outside the core courses which are required for all students.

Course requirements for the A.A. Degree in General Humanities

12 units in English
6 units in History
6 units in Science
6 units in Philosophy, Psychology or Sociology
6 units in Language
6 units in Art, Music or Fine Arts
18 units in General Humanities with no more than 9 units in the same subject beyond the core courses
60 units total requirement for degree in General Humanities plus Physical Education.

Courses of Instruction
Art
Business Administration
English
French
German
History
Italian
Mathematics
Music
Natural and Physical Sciences
Philosophy
Political Science
Psychology
Religion
Sociology
Spanish
Theater Arts

Odd numbered courses are offered in the Fall Semester. Even numbered courses are offered in the Spring Semester. Numbers to the right of the page indicate the credit hours given each semester for successful completion of the course. The Administration of the College reserves the right to cancel or replace courses which are insufficiently subscribed. Most courses are given on one morning or afternoon per week in a three hour block consisting of lectures, seminars and tutorials.

ART

Art 101-102 (core) **(15) (15)**
Foundation Year in Art
This course is available, subject to sufficient demand, to students with a special interest in art who wish to prepare themselves for higher studies in art or kindred subjects, such as architecture, at an American university or college. Meeting 20 hours weekly, this course provides an introduction to the wide range of processes and disciplines involved. The particular artistic aptitudes of students are assessed and students progressively develop their work along the lines suggested by their individual aptitudes.

Art 103-104 **(3) (3)**
Drawing Plants and Natural Subjects
A course designed to bring out a student's ability to show the different and contrasting characteristics of plants, sprays of foliage, flowers or fruit and leaves or other natural objects. Color use will be developed.

Art 105-106 **(3) (3)**
Drawing from Life
Students will exercise their powers of observation in making regular studies of clothed models. Shape and structure must be clearly developed in these studies.

Art 107-108 **(3) (3)**
Still Life
The course will involve students in drawing or painting from groups of objects arranged by themselves. A wide range of treatments will be allowed but special attention will be paid to a student's ability to relate objects to each other, to the background and to whole compositions.

Art 109-110 **(3) (3)**
Painting from Imagination or Memory
A wide choice of themes will be offered to students each week for consideration and the results of observations and sketches will be developed in class and subjected to critical analysis.

Art 111-112 **(3) (3)**
History of the Visual Arts
A comprehensive course covering such topics as Greek and Roman Art and Architecture, Gothic Art and Architecture, the English House, its furnishings and surroundings, French 18th and 19th century paintings, Painting in the Netherlands, from the Impressionists to Present Day, 20th century Architecture.

Art 113-114 **(3) (3)**
The Renaissance
Starting with an introduction to the artistic principles of the Renaissance and its social and ideological background in Italy, the course examines the Early and High Renaissance in Italy and proceeds to an investigation of their proliferation and adaptation in other European countries. Attention will be given to the period immediately following, in particular to Baroque. Extra Mural provision.

Art 201-202
Certificate in Art

Prerequisite Art 101-102

Art 203 **(3) (3)**
History of French Art
(See French 200)

BUSINESS ADMINISTRATION

BA 101-102 **(3) (3)**
Accountancy
This course is concerned with the elementary principles of accounting and the ability to record transactions by double entry book-keeping. The importance of accounts as records of transactions and as aids to the efficient management of a business or private club or similar organization. Subjects to be studied will include all books of original entry, capital and revenue, gross and net profit, stock valuation, trading periods, final accounts and balance sheets.

BA 103-104 **(3) (3)**
Commerce
Students will consider the nature and purpose of commerce and the influence of industrial expansion on its growth. The study will include an elementary treatment of

specialization, of the location of industry, knowledge of everyday documents used in business. Local conditions will be related to all business studies.

BA 105-106 (3) (3)
Economics
A description of the main features of the present day economic structure and activity in the United Kingdom and Europe, in conjunction with the elements of the theory of demand and supply. Population, location, international trade, private and public enterprise, central banks, stock exchanges, taxes and public expenditure will be further topics.

BA 111-112
Shorthand and Typing
The aim of the course is to give an effective training to those girls who may wish to become executive secretaries. There will be opportunities to take the proficiency examination of the London Royal Society of Arts. In addition to these subjects, the Course Director will be happy to arrange a complete Business Administration course to suit a student's interest and aptitude.

BA 201-202 (3) (3)
Economics
The consideration of the elements of economic analysis and its application to simple problems will be a feature of the course. The syllabus will NOT require advanced geometrical or algebraic methods. The early part of the course will deal with the price systems and resource allocation and be followed by macro-economics, all of which follow naturally from 103 Economics

BA 209-210 (3) (3)
Comparative Business Studies
A course designed to assist students planning a career in international commerce. Special attention will be paid to the import-export trade and tourism. Regulations associated with the new trading blocs in Europe and other parts of the world will also be examined.

ENGLISH

English 101-102 (core) (3) (3)
English Language
This course is designed to develop an ability to write good English. There will be opportunities to write a narrative, descriptive, discursive or argumentative composition. Students will be taught the orderly and coherent presentation of material in an appropriate style with attention to punctuation and spelling. Prose passages will be used to test students ability to judge relevance and to write clear summaries.

English 103-104 (core) (3) (3)
Spoken English
Concentration upon reading and conversation will be the main feature of this course. Articulation and fluency are a particularly important part of the course and less attention is paid to pronunciation. American students find this course particularly satisfying and usually do extremely well in the examination.

English 105-106 (3) (3)
Literature
Students will be required to read selections of prescribed texts with emphasis upon enjoyment, understanding and assimilation. An appreciation of the means whereby writers have achieved these effects and objectives will be fostered. Study will include Shakespeare, Crabbe, Coleridge, Hardy, Sheridan, Green, O'Casey, Priestley, Lawrence and Spencer.

English 107 (3)
Shakespeare
An analysis of the plays of Shakespeare and review of Shakespeare criticism from the time of his contemporaries to the present day.

English 108 (3)
The Novel in the 18th and 19th Centuries
A history of the English novel from the time of Richardson to the time of Hardy. The writings of Jane Austen, Anthony Trollope and Charles Dickens, all of whom had intimate connections with Southern England, will receive special attention.

English 109-110 (3) (3)
The Novel in the 20th Century
An assessment of the main developments in the novel in England, starting with Thomas Hardy and Joseph Conrad and thereafter dealing with some of the major novels produced in the last half century.

English 111 (3)
Modern English Dramatists
Beginning with a review of English drama in the period before World War 2, this course deals with the major contemporary dramatists including a special study of John Osborne, Harold Pinter, Christopher Fry, Robert Bolt and Joe Orton.

English 201-202 (core) (3) (3)
Literature
A particularly intensive course during which the student will study certain texts in considerable depth and be required to write research papers on the literary or dramatic qualities of selected passages. In addition to selected texts certain periods of literature will be chosen for detailed study.

LANGUAGES

French 101-102 (core) (3) (3)
French
Students will engage in regular conversation classes and be required to read set passages to the group. In addition to practical work

65

there will be regular passages given as dictation together with aural comprehension tests, translation from and into French with regular composition work.

French 200
Semester at the University of Grenoble, France
Students intending to take the French 200 option must maintain a 2.5 average in French 101-102, a pre-requisite to French 200.

While at Grenoble, students are expected to complete the Certificat Pratique de Langue Francaise (9 credit hours) or the Diplome d'Etudes Francaise (12 credit hours). During their stay in Grenoble, students may elect to take an English course (fulfilling their Fall Semester requirement) as well as a European Art History and a History of Contemporary France course.

Details of this complete program are available upon request from the Admissions Office. Applications for French 200 must be made prior to April 1st and receive the endorsement of both the Dean of the College and the French Tutor.

French 201-202 **(3) (3)**
French
Besides regular work on translation of prose students will write general essays in French on a regular basis. Much of the course will, however, be concerned with Literature, and authors studied in depth will be selected from Corneille, Racine, Molière, Voltaire, Hugo, Musset, Balzac, Maupassant, Sartre, Camus, Anouilh.

German 101-102 **(3) (3)**
German
Students will engage in regular conversation classes and be required to read set passages to the group. In addition to practical work there will be regular passages given as dictation together with aural comprehension tests, translation from and into German together with regular composition work.

German 200
Semester at the University of Salzburg, Austria. Details to be obtained.

German 201-202 **(3) (3)**
German
Besides regular work on translation of prose students will write general essays in German on a regular basis. Much of the course will, however, be concerned with Literature and authors studied in depth will be selected from Schiller, Goete, Keller, Brecht and Mann.

Translations of continuous prose passages will also be required and these will particularly require a sound command of grammar and syntax.

Italian 101-102 **(3) (3)**
Italian
Students will engage in regular conversation classes and be required to read set passages to the group. In addition to practical work there will be regular passages given as dictation together with aural comprehension tests, translation from and into Italian together with regular composition work.

Italian 200
Semester at the Italian University for Foreigners, Perugia, Italy. Details to be obtained.

Italian 201-202 **(3) (3)**
Italian
This course is intended for students with a sound knowledge of the Italian Language – one or two years' study. Essays, translations, accidence and syntax will figure prominently in class work, although the main emphasis will be on literature. Some of the following will be studied: Dante's Inferno; Oxford Book of Italian Verse; Cellini's Vita; Novelle del Novevento; C. Levi.

Latin 101-102 **(3) (3)**
Latin
An elementary course involving work on set books, one in verse and one in prose. Students will be expected to scan hexameter, elegiac and hendeca – syllabic verses. Works of Caesar, Cicero, Virgil and Two Centuries of Roman Poetry will be considered.

Spanish 101-102 **(3) (3)**
Spanish
Students will engage in regular conversation classes and be required to read set passages to the group. In addition to practical work there will be regular passages given as dictation together with aural comprehension tests, translation from and into Spanish together with regular composition work.

Spanish 200
Semester at the University of Salamanca, Spain. Applications and information from the Dean's Office.

History 109-110 **(3) (3)**
British Economics History
The economic development of the British Isles from the Battle of Hastings to present day. Study will include specific periods such as the Middle Ages, Tudor and Stuart Period, the Industrial Revolution and Twentieth Century. Major topics within these periods providing a fascination not readily apparent in these titles include: The Manorial System, The Woollen Industry, the Peasants' Revolt, the Commercial Revolution, The Great Depression.

History 200
Modern French History **(3)**
See French 200.

Modern German History **(3)**
See German 200.

Italian History **(3)**
See Italian 200.

Modern Spanish History **(3)**
See Spanish 200

History 201-202 **(3) (3)**
English and European History
An intensive study of English History from 450 to present day and European History from 800 to present day. The course is designed to enable students to be examined upon a whole period in outline or a part of a period in greater detail. It is expected that students will have a sufficient appreciation of history to be able where necessary to treat European History in its world context, and English History in its European or World context.

History 203-204 **(3) (3)**
Ancient History
A course specially appreciated by history majors. Examinations of students involves two three hour papers on specific periods chosen from: Greek History 478 B.C. to 323 B.C., Roman History 133 B.C. to A.D. 14, Roman History 70 B.C. to A.D. 96, The Greeks and Persia to 478 B.C., Athens and her Empire 478 B.C. to 431 B.C., The Second Punic War, Roman Britain.

History 205-206 **(3) (3)**
British Economic
A further course for those planning to be historians and requiring considerable application on the part of the student. Studies will cover the forms of economic and social organization which have existed in Britain since the eleventh century, and will be divided into two parts at approximately 1750. A further examination will be made of certain restricted periods in depth.

History 207-208 **(3) (3)**
Introduction to Archaeology
A course given weekly on the archaeology of Britain since pre-historic times. This course requires field work on archaeological sites and students will see archaeologists at work on 'digs' and will participate themselves in a certain amount of excavating. Extra mural provision.

History 209-210 **(3) (3)**
English Local Studies
Meeting weekly this course is an examination of the historic, physical, social, economic and political aspects of the English South-East and South-West and an introduction to the techniques of local historical investigation.

History 211-212 **(3) (3)**
European Cultural History
A study of the main trends in European culture as exemplified in art and architecture. Starting with the Greeks and the Romans it moves via early Christian art to the Middle Ages, the Renaissance, Baroque and Rococo and on to modern days. Meeting weekly, the course concentrates on development in England, France, Germany, Greece, Italy and Spain. The course is also suitable for Fine Arts students.

NATURAL AND PHYSICAL SCIENCES

General Science 101-102 (core) **(3) (3)**
The syllabus for this course is intended to provide an introduction to science in terms of some aspects of its physical, chemical and biological branches. There will be frequent cross reference between the branches into which it is here sub-divided to show their inter-relationships and to make use of one branch in the study of another.

Spanish 201-202 **(3) (3)**
Spanish
Students taking this course will already have one or two years of Spanish. Essays, translations in English and the translation of continuous prose passages into Spanish will be included in class work. Literature will involve an Anthology of Spanish Poetry, 1500-1700 or Spanish Ballads and the works of Cervantes, Lope de Vega, Calderon, Garcia Lorca, P. de Alarcon, J. L. Borges and others.

HISTORY

History 101-102 (core) **(3) (3)**
English and European History
This course will be divided in series of periods and students will be required to study topics relating to economic history, social history, development in science, literature and the arts and the history of ideas. English history will cover the period 871-1763 and European history 1517-1763.

History 103-104 (core) **(3) (3)**
Modern English and European History
Unlike 101 this study will be equally divided between English and European history and particular attention will be paid to the industrial revolution both in Britain and on the Continent. The periods covered will be English history 1763-1865; 1865-1955, European history 1763-1871; 1871-1954.

History 105-106 **(3) (3)**
International History 1919 to Present Day
A period to be covered on a topic basis including: League of Nations, United Nations, Origins of World War II, British Empire and Commonwealth, Breakdown of Parliamentary democracy in Europe between the wars, Development in Russia since March 1917, The effects of the American Depression 1929, Roosevelt and the New Deal, Isolationism, The Chinese Revolution from Sem Yat-Sen to Mao-Tse-Tung, Ending Colonialism in Africa.

History 107-108 (3) (3)
Ancient History
A course designed to develop a student's understanding of historical development and an appreciation of the major achievements of the ancient world within the periods prescribed. It is expected that students will produce outline maps to illustrate their papers on the ancient world. Work will be done on Greek History 510 B.C. to 323 B.C. and Roman History 218 B.C. to A.D. 14.

Astronomy 101-102 (3) (3)
Astronomy
A comprehensive course covering the following topics: History of Astronomy, the Earth and Sky; Optics, the Solar System – Sun, Moon, Planets, Comets and Meteors; The Celestial Sphere; Time; Gravitation; The Stars. Students will be required to do practical work and visits will be regularly made to the London Planetarium.

Geology 101-102 (3) (3)
Geology
This course will provide students with a sound foundation for further study and will include a consideration of the weathering of rocks, volcanoes, ore and gangue minerals, features of rock bodies, the principal type of folds, the nature of fossils and their modes of occurrence, the order of succession of eras and periods in the geological column.

Geology 201-202 (3) (3)
Advanced Geology
Studies involving physical geology; mineralogy and petrology, paleontology, stratigraphy and a wide range of practical work such as the description and interpretation of geological maps, description of natural crystals, common rock types and fossils are part-of this course. The practical examination involves the assessing of field books and personal field observations.

Geography 101-102 (3) (3)
Geography
Students will be required to study a particular area of which they can gain first hand knowledge. Map reading and interpretation of Ordnance Survey maps will be taught together with the physical and human geography of the British Isles. The geography of North America and the outline of world physical and human geography will also form part of the course.

Geography 201-202 (3) (3)
Advanced Geography
The course will be divided into three main parts; Map Work, Physical Geography and Regional and Human Geography. Map work will use Ordnance Survey Maps and Second Land Use Survey of Britain Maps. Physical Geography will be divided into a study of the land and climate and vegetation.

Geography 209-210 (3) (3)
Surveying
A particularly practical course for both geographers and those who may wish to major in architecture. Work will involve the making of small surveys with chain and tape, keeping the field book, using tie-lines, check lines and offsets, determination of gradients, determination of areas and volumes from contoured plans, plotting plans for simple building and similar matters.

Botany 101-102 (core) (3) (3)
General Botany
The syllabus is intended to introduce the main concepts of botanical study in a simple way without excessive details, thus providing a coherent course and a foundation for advanced study. There will be five separate heads of study (a) Non-Flowering Plants; (b) Seed Plants; (c) Plant Genetics; (d) Plant Physiology; (e) Plants and their Environment.

Biology 101-102 (core) (3) (3)
Fundamentals of Biology
The main aim of this syllabus is to implant knowledge of important principles. The importance of unity in the common physiological processes of plants and animals will be stressed. The relevance of biology to human affairs will also be observed. The three main heads of study will be (a) The Variety of Life; (b) The Basic Characteristics of Living Organisms; (c) Life and the Environment.

Biology 103-104 (core) (3) (3)
Human Biology
A course designed to enable students to understand the principles of health education. A study will be made of Man as an individual, Anatomy and Physiology, Heredity and Man in the Community. Included under these broad headings will be skeletal, muscular, nervous, respiratory, circulatory, digestive, excretary, endocrine and reproductive systems.

Chemistry 101-102 (3) (3)
This course will examine fundamental concepts. In the study of the principles and laws of chemistry, students will be introduced to the three main branches of the subject, physical, organic and inorganic chemistry. The courses are designed to equip the student adequately for later work in theoretical physical chemistry.

Zoology 101-102 (3) (3)
General Zoology
A course that will consider the functional morphology and histology of the mammal, the variety of animals, comparative physiology, the structure and functions of the animal cell, histology, reproduction and development, genetics, evolution and ecology.

MATHEMATICS

Mathematics 101-102 (core) (3) (3)
Mathematics
A comprehensive course dealing with the ordinary process of arithmetic, weights, measures, money, length, area, volume, Pythagoras, Mensuration of the rectangle, parallelogram, triangle, circle, cylinder, cone and sphere. Algebra, metrics, geometry of Euclidean space, simple trigonometry.

Mathematics 201-202 (3) (3)
Pure Mathematics
A course designed for students wishing to take the advanced level examinations of the General Certificate of London University. Subjects for study include: quadratic equations, complex numbers, rectangular cartesian co-ordinates, including parameters, circular measure, trigonometric functions, convergence of geometric series, use of Taylor's series and Maclaurine's series for the expansion of function.

MUSIC

Music 101-102 (core) (3) (3)
Music
This course will be divided into three parts with regular practical work. Aural work involving simple rhythm, melody and two part counterpoint; Rudiments, Melody and Harmony and Analysis, Set works and History.

Music 201-202
Certificate Studies in Music
Details to be supplied.

POLITICAL SCIENCE

Government 101-102 (3) (3)
British Constitution
The main features of this topic will enable the American student to understand such institutions and offices as provide fascination for most strangers: The Monarchy; The Crown and the Prerogative, the Prime Minister, the Cabinet, the Privy Council; The United Kingdom and the Commonwealth and similar subjects. The subjects will be studied descriptively rather than analytically and some knowledge of the chief events of historical development will also be taught.

Government 201-202 (3) (3)
British Constitution
The course will deal with the main events in the development of British political institutions since the First Reform Act in 1832, however, the main emphasis will be on the working constitution at the present time. Attendance at the House of Commons and the House of Lords will be required as part of the course.

PSYCHOLOGY

Psychology 101-102 (core) (3) (3)
Psychology
An introductory tutorial course on general psychology, including a study of its history, principal schools and their theories and applications, and a discussion of recent developments.

For more advanced students special tutorials may be arranged.

RELIGION

Religion 102 (3)
Philosophy of Religion
An examination of the philosophical basis of the more important world religions in the light of modern theology, existentialism, logical positivism, psychology, Marxism and other recent schools of thought. One semester course in the Spring.

Religion 103-104 (3) (3)
Religious Knowledge
Students will be expected to develop a knowledge of the following: Old Testament History and Religion, with particular reference to early historical and religious traditions of the Hebrew People; the New Testament – the Gospels and the Rise of the early Christian Church; Church History from A.D. 70 to A.D. 325; Jewish History from 323 B.C. to A.D. 70; Personal and Social Relationships and Problems Today.

Religion 201-202 (3) (3)
Religious Knowledge
A course designed to develop knowledge in depth of particular aspects of religion. The examination on material studied will take the form of two three-hour papers – Paper I will allow the candidate to chose from: the Synoptic Gospels of John or the Greek Testament. Paper II will require students to study particular aspects of Hebrew History, the Story of the Jews, the Church of the New Testament or the History of the Christian Church.

PHYSICAL EDUCATION

The College offers the following courses in physical education, some of which are taken at the University of London Union. Amongst the sports offered are:

Athletics	Riding
Badminton	Riflery
Basketball	Rugby
Boxing	Soccer
Fencing	Squash
Golf	Swimming
Gymnastics	Trampoline
Judo	Volleyball
Tennis	Wrestling

Students must take one physical education activity each semester for four semesters as part of the requirement for the A.A. Degree.

PHILOSOPHY

Philosophy 101-102 (core) **(3) (3)**
Logic
An elementary course involving a study of the term; the proposition and the syllogism. This will lead to a consideration of inducive reasoning in its various forms, observation and experiment, and combination of induction and deduction.

Philosophy 201-202 **(3) (3)**
Advanced Logic
A course designed to advance a student's capacity to reason from first principles. Deductive Logic will involve a study of form and symbols, statements and arguments, truth and validity, relations between statements, the square of opposition, truth functions, compound arguments, the Aristotelian system and similar matters. Induction and Scientific Method will consider analogy, generalization and law, casual laws, Mills canons, hypothesis, the hypothetico-deductive method, quantitative and quotitative laws.

SOCIOLOGY

Sociology 101-102 **(3) (3)**
Introductory Sociology
A course designed to introduce students to sociology by examining the nature and development of society, types of societies, social institutions and processes and cultural change.

Sociology 201-202 **(3) (3)**
Sociology and Race Relations
A discussion of the principles and methods of modern sociology and its application to race problems in Europe, Africa, the Americas and Great Britain. Students wishing to enter the GCE examination (at 'A' or 'O' level) may join this course and receive specialized instruction.

Sociology 203-204 **(3) (3)**
International Relations
An examination of International Relations in theory and practice studying regionalism, nationalism and internationalism in the post-war world.

Sociology 205 **(3)**
Social Structure and Process
Fundamental elements of social systems analysis; culture; social structure; personality, etc.; the notion of the cybernetic hierarchy. The link between man and society-socialization, role, interaction ritual, the looking glass self. Culture and social structure; social order and consensus; conflict; values and social change; elites and political power.

Sociology 206 **(3)**
Dominant Themes in Sociology
Macro-sociology; religion and social change; bureaucracy; mass society; the media explosion, social stratification in industrial society; alienation in industrial society. Models of man; homo sociologicus; role playing man; dramaturgical man; one-dimensional man; existential man.

Big Ben in Parliament Square.

Sociology 207 **(3)**
Research Methods in Social Relations: An Introduction
The interdependence of social research and social theory. Functions of research in government and commercial policy-making. An outline of the practical procedures and problems of: the sample survey; the postal questionnaire; "depth" interviewing; documentary research; and participant observation. The analysis and interpretation of data. Concepts of quantitative measurement and evaluation. Methods of recording, collecting and tabulating data. Variation in subject and in measurement. Transmission of quantitative ideas in diagrammatic form. Measures of central tendency and variation. Mean and standard deviation; normal distribution.

Sociology 208 **(3)**
Researchers in Action
A study of methods used in 'Classic' and recent major research studies: Durkheim and 'Suicide'; Thomas and Znaniecki's 'The Polish Peasant'; the 'Western Electric' studies; Kinsey and the study of sexual mores; Whyte's 'Street Corner Society'; etc. Statistical work will include: Distribution of sample means (t-test, Mann-Whitney U-test, Wilcoxon matched pair test); simple regression and correlation (Spearman's and Pearson's correlation co-efficients); use of calculating machines – elementary computer usage.

Sociology 209 **(3)**
The Sociology of Social Problems
A study of selected "social problems" and of the non-sociological and sociological approaches to them. An examination of the theories of social disorganization and deviance in relation to social problems, e.g. sickness; drugs; population control; race relations.

Sociology 210 **(3)**
Social Policies
An introduction to the sociological study of social policies in relation to, e.g. poverty, housing, race relations, medical care and employment.

Sociology 211 **(3)**
Explanation in the Social Sciences
An introductory investigation into the methodology and ideas of the social sciences; typical examples of investigation and explanation in the sciences; methods of experimental and theoretical enquiry; objectivity. Different kinds of statistical and empirical generalizations; law, rules, theories and principles; their methodological (logical) status. Necessity and contingency; the hierarchy of laws; the nature of a good explanation.

Sociology 212 **(3)**
Understanding in the Social Sciences
A further investigation into the methodology and ideas of the social sciences. Deductive, inductive and probability arguments; hypothetical-deductive method; unity of method in natural and social sciences, casual explanations and explanations involving reasons; prediction; the idea of a social science.

THEATER ARTS

Drama 101-102 **(6)** **(6)**
Theater Workshop
This course is designed to teach acting, improvisation, production and stage management. It includes a study of the development of the theater from its beginning to the modern sophisticated state.

Drama 201-202 **(6)** **(6)**
Theater Workshop
This program is designed to develop in its participants greater understanding of and skills in the dramatic arts. It will be divided into two related sections with courses in Acting and Directing and in Scenery and Costume Design.

St. Catharines

THE GREAT PARK, WINDSOR, ENGLAND

Art, Drama, Economics, Ecology, English, Film & Communication, Fine Arts, History, Music, Philosophy, Political Science, Psychology, Sociology, Theater.

For teachers on sabbatical and graduates.

LOCATION

The town of Windsor is famous for its castle and opposite the castle across the River Thames is probably England's most famous academic institution, next to Oxford and Cambridge, the famous 'public' (fee-paying) school, Eton College. Although much of the town has been modernized a few old houses remain, including houses which belonged to Jane Seymour and Nell Gwynn. The town hall was built in 1686 by Sir Christopher Wren who also had the distinction of representing the borough in Parliament. The town was formerly celebrated for the number of its inns and still boasts several quaint hostelries and delightful tea rooms. There is an excellent repertory theater in the town and many cinemas.

The castle itself lies at the north-eastern edge of the town and a microcosm of the political history of England centers around it. From the battlements is the best view of Eton College and its famous playing fields. With changing social values the Etonian method of education with its emphasis on games and manners is subject to much criticism, but even being allowed to put a child's name on the waiting list as soon as he is born does not necessarily ensure a place in the school, so great is the demand for places.

A few miles from Windsor on the south bank of the River Thames, in the parish of Egham, is the celebrated meadow of Runnymede where King John signed the Magna Carta in 1215. Here is erected a memorial to John F. Kennedy.

ST. CATHARINE'S

St. Catharine's is housed in the Great Park at Windsor. The center occupies a royal residence and was granted to the Trustees of St. Catharine's by King George VI and Queen Elizabeth as a Grace and Favour residence.

The residence is situated one-and-a-half miles from Englefield Green where Royal Holloway College, University of London, is situated. The center of Windsor is four miles from the College.

Within the Great Park students are free to walk where they will and although many areas within the Park are banned to car traffic, resident students are given special passes enabling them to travel freely.

There is provision within the grounds for tennis, croquet and indoor games. Facilities for riding and boating are also available nearby. There is a good train service between Egham and London; trains take 30 minutes.

OBJECTIVE OF PROGRAM

The program is intended for teachers on sabbatical graduates desiring a year's private study with tutorials on their field of study in a splendid peaceful setting. Students are invited to submit a thesis topic to the AIFS Director of Programs, Dr. David Daniels who will give every assistance.

LIBRARIES

Students will be granted the use of the University of London Library and also that of Birkbeck College of the University of London. Special permits will be available for those students wishing to gain admission to the Reading Room of the British Museum.

St. Catharine's has a Library with reference books, dictionaries, etc. and a collection of some 3,000 volumes of general intellectual interest. If particular books are needed it is possible to obtain them from other libraries, provided enough notice is given. Students usually need to bring their own technical or professional text of reference books for their examination studies. There is a quiet and pleasant Reading Room on the first floor of the Lodge.

CONTACT WITH BRITISH UNIVERSITY STAFF & STUDENTS

American students at St. Catharine's will have continuous contact with university staff and students from all over the United Kingdom. Moreover, they will meet people of varying backgrounds, intellectual interests and disciplines.

Students, both undergraduate and graduate, preparing for examinations often come to the Lodge for private study and revision. Easter vacation is a time when many students visit. Research students find the residence especially valuable when they are nearing the completion of a thesis and need both peace and quiet to write and easy access to the libraries or other research centers in London.

For many years, senior members of Universities, especially those from abroad, have greatly appreciated the opportunity of staying at St. Catharine's for a week, or a month, or, sometimes, a longer period, to read or to write free from normal teaching and administrative duties but within easy reach of the library and other facilities – and cultural life of London. These guests have greatly enriched the intellectual life of St. Catharine's, whilst they themselves have welcomed the opportunities for meeting both senior and junior members of other universities from a wide range of disciplines.

Academic staff on sabbatical leave will find a period of residence of particular benefit, but teachers of London University have found it rewarding to combine a period of residence with their normal teaching duties.

Regular inter-disciplinary discussion groups welcome the participation of AIFS students. Recent topics for discussion have included:

"Cosmology for non-Scientists" with Professor Hermann Bondi, Professor Mary Douglas and Dr. Martin Rees.

"Life in the Soviet Union" with Sir John Lawrence and Sir Tom Brimelow.

"The Ethics of Violence" with Philip Windsor and Adam Watson.

"Modes of Scientific Advancement" with Professor Imre Lakatos, Professor Richard Gregory and Professor L. Castillejo.

"Film in Germany between the Wars" with John Gillett and Lutz Becker.

"The Doctor in Society" with Sir John Richardson and Dame Elizabeth Ackroyd.

Other subjects for discussion include: Physiological Causes in Mental Illness, Epic Literature, Contemporary Latin America, The Science of Perception.

COURSES

Since it is essential for every student to gain the maximum educational advantage from a year abroad it is suggested that students should engage in a research project of their choice and write a dissertation of some 20,000 words.

The student should agree a topic with his tutor in his home university or school system and prepare with the assistance of the same tutor a scheme of work covering the independent research program to be followed. On arrival at St. Catharine's, the student will discuss his scheme of work with the Director of Studies. Correspondence will take place between his tutors on a regular basis to be certain that the dissertation is progressing to the satisfaction of both tutors.

Courses can be arranged in the following subject areas:–

a) Art
b) Drama
c) Economics
d) Ecology
e) English
f) Film & Communication
g) Fine Arts
h) History
i) Music
j) Philosophy
k) Political Science
l) Psychology
m) Sociology
n) Theater

Independent study projects encourage students to develop initiative by doing field research.

Examples of the topics available in certain subject areas are the following:

English Literature Research
An advanced English literature research project of some 30,000 words is required in each semester under the terms of this independent research program. The choice of subject is a matter for agreement between the student and the Board of Academic Studies.

1) The Poetry of Philip Larkin and Tom Gunn
2) The Writings of W. H. Auden
3) George Bernard Shaw and the English Left
4) The Roman Fleuve, with particular reference to C. P. Snow
5) H. G. Wells and the Things to Come
6) T. S. Eliot and the Historical Theme
7) The Comedies of Lonsdale and Noel Coward
8) The Victorian Character and the English Stage
9) The Poetry of Wordsworth
10) Sir Walter Scott and the Romantic Tradition
11) The English Diarist
12) Ben Johnson
13) The Economic and Social Background to Shakespearean Theater
14) An Interpretation of Chaucer
15) Middle English – Development in Philology
16) Old English – Development in Philology

Historical Research
Students with an interest in history are invited to undertake guided historical research in one topic in each semester. A dissertation of 30,000 words is expected in each subject studied.

1) Political Coalitions in English History
2) 20th Century English Economic History
3) Anglo-American Strategic Relations since 1914
4) The Decline of the British Empire 1918-1964
5) The Decline of the British Empire 1860-1914
6) The Rise of the Modern British Political Parties
7) Karl Marx in England
8) An Assessment of the Victorian Age
9) Queen Victoria and Prince Albert
10) 19th Century Anglo-American Relations
11) Lord North and the American War of Independence
12) The Social History of 18th Century England
13) The Industrial Revolution in England
14) Religion and the Rise of Capitalism–a Criticism
15) The Chartered Companies and America
16) The England of Cromwell.

Fine Arts Research & Criticism
Students interested in undertaking advanced studies in the fine arts may choose one topic for in-depth study in each semester. A dissertation of 20,000 words is normally required on the subject chosen. Among the subjects available are:

1) Augustus John through his Drawings
2) The Paintings of Kokoshka
3) Modern English Architecture with Special Reference to Basil Spence
4) The Art of Graham Sutherland
5) The Paintings of Bridget Reilly
6) Barbara Hepworth and British Sculpture
7) The Sculpture of Henry Moore
8) The Paintings of Constable
9) Turner and the Impressionist Movement
10) London–through its 18th Century Architecture
11) The Wren Churches
12) The 17th Century in English Architecture
13) The Art of the Age of Elizabeth
14) The Renaissance and English Fine Arts
15) The Low Countries and English Paintings
16) The Gothic Cathedral in England and Europe

Music Research
This work will require graduates to produce evidence of high practical ability and the submission on enrollment of the topic for research. It is expected of those undertaking practical and theoretical research to bring with them their own instruments whenever possible. Possible subjects available for research are:

1) The Development of Orchestral Music
2) Music of the High Baroque–Bach and Handel
3) Nineteenth Century Operatic Writing
4) Great Ideas in Music as expressed by the Masters
5) The Origins of Opera
6) The History of Church Music
7) Composition and the Viennese Masters
8) European Music Festivals and Their Influence
9) The Operas of Gilbert and Sullivan
10) Influence of Revolution upon Music

Research into Twentieth Century Theology
Graduates with a major interest in theology may choose one of the following topics or by special arrangement with the Director of Studies prior to departure from the United States may work on a different period. Subjects available for study include:

1) The Challenge of Atheism and Agnosticism
2) Race and Christianity
3) The Work of Paul Tillich
4) Eastern Religions and Christianity
5) Christian Existentialists.

75

UNIVERSITY OF GRENOBLE, GRENOBLE, FRANCE

with orientation in Vichy

French Language and Civilization

For Freshmen, Sophomores, Juniors and Seniors

The mountains of Grenoble.

LOCATION

It is Grenoble's proud claim that no other French city can vie with it for the beauty and majesty of its surroundings. Built on the two banks of the River Isère, near the Italian border, Grenoble is a city in which unexpected views and contrasts abound, where a mountain stands at the end of every street. The city, which was host to the 1968 Winter Olympics, is a magnificent center for excursions to Mt. Blanc and other snow capped alpine peaks, to Geneva, Italy and to the Côte d'Azur.

Besides being a university town, Grenoble is the administrative capital of its region. A rapidly growing metropolitan area, it now has a population of 350,000. Its industries include the manufacture of gloves and skis. The city has several cinemas, a theater and excellent shops. The Maison de la Culture according to André Malraux, the former Minister for Cultural Affairs, is the best in France.

Among the points of interest are the 12th century cathedral, the quarter where Stendhal, author of Le Rouge et Le Noir was born, and the Art Museum, which contains a rich collection of paintings including works by Gauguin, Matisse, Utrillo and Picasso.

HISTORY OF THE UNIVERSITY

The University was founded in 1339. It is one of the most popular universities in France, having nearly 25,000 students including 5,000 foreign students from 85 different countries.

Recently, the university was divided into three parts:

University I	Natural Sciences
University II	Social Sciences
University III	Languages and Letters.

AIFS students attend courses organized by the university's Comité de Patronage des Etudiants Etrangers. Founded in 1896, this department, which is under the direction of University III, organizes special courses for foreign students of French language, literature and civilization throughout the year. Since the programs were first started seventy-five years ago, over 100,000 students have enrolled in them.

ACCOMMODATION

Owing to the unique accommodation arrangements made for AIFS students in Grenoble, the possibilities for contact and friendship with French students are unusually good. Thanks to the kindness of the Association Pour le Logement des Etudiants et des Jeunes Travailleurs (A.L.E.J.T.) most AIFS students to be enrolled in the University of Grenoble will stay with 400 French students in the beautiful new foyer A.L.E.J.T. This spacious student residence is situated on the new university campus at St. Martin d'Hères on the outskirts of the city. Students stay in single study bedrooms equipped with every modern convenience. The very high proportion of French students to American students (8 to 1) will ensure that AIFS students will make valuable contacts and have the maximum opportunity to speak French. An academic year in this residence will afford a unique opportunity for international living.

Full details of accommodation arrangements will be given to students in June. Since all accommodation is reserved for the whole

76

year students may only make alternative accommodation arrangements at their own expense.

MEALS

Students take their weekday meals in the University restaurants of which there are 2 on campus and several around the city. Breakfast is taken at the A.L.E.J.T. residence.

ORIENTATION PROGRAM

The Institute believes that a proper orientation program is vital to ensure the success of even the most carefully prepared foreign study course. Grenoble students will, therefore, spend approximately 4 weeks in Vichy before the start of the course.

Vichy, queen of European spas, is situated in the very heart of France. As a friendly market and resort town of approximately 30,000 people, it is an ideal place to learn about French life and customs and to make one's first contacts with the French people. A resort of international repute, Vichy's unique facilities include a lake for swimming, sailing and water skiing, the opera, ballet, concerts and theater, the famous thermal baths, riding stables and horse shows.

The orientation program will be conducted by the Centre Audio-Visuel de Langues Modernes (CAVILAM). This fine language school was established in 1964 by the neighboring University of Clermont-Ferrand under whose supervision the classes are conducted. The school gives French language instruction throughout the year to foreign students. Nearly 15,000 students from 50 different countries (among them a substantial number of foreign government scholarship holders) have studied at CAVILAM during the past eight years.

Students will study the French language using the famous "France en directe" method. In order to ensure rapid progress and good preparation for the courses at Grenoble, students will attend an intensive course consisting of 5 hours daily instruction in French. Students will study in small groups of no more than 15 per class. In addition, there are lecture courses on life at a French University.

Students will stay in Vichy at the new student residence, Centre International de Séjour, situated close to the Sporting Club. Students will stay in single or double rooms. Each room is equipped with its own shower and washing facilities. In addition, students will be given membership in the adjoining Maison des Jeunes et de la Culture which has every club facility.

MEMBERS OF FACULTY LECTURING TO AIFS STUDENTS IN GRENOBLE

Martin Anderson
Visiting tutor in English Literature
Monsieur Denis Baris
Professeur à l'Université des Langues et Lettres.
Monsieur Montergnole
Professeur à l'Université des Sciences Sociales
Monsieur Pierre Bolle
Professeur à l'Université des Sciences Sociales
Monsieur Bernard Bonnin
Professeur à l'Université des Sciences Sociales
Monsieur René Bourgeois
Professeur à l'Université des Langues et Lettres
Monsieur Jean Delume
Professeur à l'Université des Langues et Lettres
Monsieur Jacques Joly
Professeur à l'Université des Sciences Sociales
Monsieur Yves Le Hir
Professeur à l'Université des Langues et Lettres
Monsieur Jean Mallion
Professeur à l'Université des Langues et Lettres
Monsieur Paul Mathias
Professeur à l'Université des Langues et Lettres
Monsieur Jean Maury
Professeur à l'Université des Sciences Sociales
Madame Briot
Professeur à l'Université des Langues et Lettres
Monsieur P. Monnier
Professeur à l'Université des Langues et Lettres
Monsieur Jean Perrin
Professeur à l'Université des Langues et Lettres
Monsieur Bernard Pion
Professeur à l'Université des Langues et Lettres
Monsieur Gerald Rannaud
Professeur à l'Université des Langues et Lettres
Monsieur Pierre Serre
Professeur à l'Université des Langues et Lettres
Monsieur Jean Zoccola
Agrégé de l'Université
Monsieur Christian Abbadie
D.E.S. de Lettres, D.E.S. de Sciences Politiques
Monsieur G. Abramovith
Lecteur à l'Université des Langues et Lettres
Madame Danièle Bault
Licenciée de l'Université
Madame Madeleine Bonneville
Ex-Directrice d'Alliance Francaise

Madame Bernadette Chovelon
Licenciée ès Lettres
D.E.S. Phonétique
Mademoiselle Annie Coutelle
Maîtrise de Lettres
Madame Leone Eichenbon
D.E.S. de Phonetique
Madame Hélène Morsel
Licenciée ès Lettres
D.E.S. Phonetique
Madame Fernande Pushpam
Licencée ès Lettres
Mademoiselle Rosalba Rolle
Maîtrise de Lettres.

COURSE OF INSTRUCTION

It is expected that most AIFS students at Grenoble will concentrate their efforts on learning how to speak, read and write French fluently and studying French literature and civilization. However, in addition to the regular French language and civilization courses organized by the Comité de Patronage, AIFS students may take special courses organized for them in the History of Art, English Literature and Creative Writing and Modern French History. These special courses are given in English and/or elementary French.

Also in order to provide junior year abroad students with enough equivalent credit units in French literature, AIFS organizes, in co-operation with the university, special advanced courses to complement the university's courses. Thus, students in French literature can expect to receive the equivalent (if not more) units of credit at Grenoble as they would do at their American University.

The regular French Language and literature courses are organized at three levels, each of which has a corresponding examination given at the end of each semester. The three levels are:

FIRST DEGREE: This course is for students who have only two or three years previous study in the French language.

SECOND DEGREE: This level is roughly equivalent to third year college French courses at American colleges.

THIRD DEGREE: (Open to Juniors and Seniors only) This level takes some of the same language courses given at the second degree level but includes more advanced courses in literature and French civilization. The progam is equivalent to a final year French majors course at an American University.

Students wishing to take courses at the second and third degree levels must pass the first degree examination first. This test is given upon arrival in Grenoble. Similarly, students passing the second degree examination at the end of the first semester may transfer to the third degree courses for the second semester, providing they have concurrently, during the first semester followed the third degree courses.

For the purposes of comparison and credit evaluation, the courses given are translated below into the style and format of American college level courses. Odd numbered courses are given in the fall semester and even numbered courses are given in the spring semester. The number of suggested credit hours are given in parentheses.

FIRST DEGREE COURSES

French 101-102 (8) (8)
Elementary French
This course meets five times a week for two hours in the mornings. The course is intended for those having only an elementary knowledge of French – up to 3 years study at high school. It is also suitable for those who wish to review their knowledge of the language by intensive study in small groups. Classes will be given 2 hours daily, 10 hours weekly. Instruction covers accent correction, grammar, dictation, composition, and vocabulary. Students are given a placement test upon arrival in Grenoble to determine their group assignment. This course uses G. Mauger's Cours de Langue et de Civilisation Francaises Book 1.

French 201-202 (8) (8)
Intermediate French
Prerequisite: French 101 or equivalent.
A similar course to the one above only at a more advanced level. The course will meet two hours daily (10 hours a week). Instruction will cover commentaries on assigned texts as well as language training. There will be daily written assignments. This course will use Mauger Books II and III.

French 103-104 (1) (1)
French Conversation
Intensive conversation practice and accent correction in small groups. The course meets 3 hours a week. Students may also practise in the oral room where a professor is on hand to help students.

French 203-204 (1) (1)
French Translation
This course meets once a week and covers translation from English to French and French to English.

SECOND AND THIRD DEGREE COURSES

French 301-302 (5) (5)
Advanced French Language (Travaux Pratiques)

78

This course meets for five hours per week. Students take exercises in reading, pronunciation, grammar, vocabulary and conversation.

French 303-304 **(3) (3)**
French Literary Criticism (Travaux Dirigés)
This course meets three hours a week and studies assigned texts. Students will be expected to write essays.

French 305-306 **(1) (1)**
Translation
This course meets one and a half hours per week and covers advanced translation techniques.

French 401-402 **(4) (4)**
Advanced French Language (Travaux Pratiques)
This course meets four hours a week and covers semantics, versification, grammar and linguistics.

French 403-404 **(3) (3)**
French Literature (Travaux Dirigés)
This course meets three times a week and studies the set books on which students will be examined. Students are required to write essays and give written and oral commentaries. Among the texts studied in 1972/73 were Rousseau: "Reveries"; Verlaine: "Romances sans Paroles" and "Sagesse"; Flaubert: "L'Education Sentimentale"; Giraudoux: "Electre"; Ramuz: "La Grande Peur dans la Montagne" as well as an anthology of 20th Century Verse.

French 405-406 **(1) (1)**
Advanced Translation
This course meets one and a half hours per week and covers advanced translation techniques.

In addition to the language courses which are given in the mornings, students *sitting for the second degree* take lecture courses given in the afternoons. Students elect to take two subject areas – one requiring a written examination and one requiring an oral test.

SUBJECT AREAS

1 Literature
2 The Society and Institutions of Contemporary France
3 French Cilvilization including literature and Society, history of Contemporary France and history of art.

Last year the following lecture courses were given in these areas of choice. The number of suggested credit hours is given for guidance purposes only.

FRENCH LITERATURE

Students take all of the following courses:

French 307 **(1)**
The 20th Century Novel with special reference to Gide, Mauriac, Camus and Bernanos.

French 309-310 **(1) (1)**
Classical and Modern French Theater. In the first semester emphasis is placed on Corneille, Racine, Molière and Beamarchais, and in the second on Anouilh, Ionesco and Beckett.

French 312 **(1)**
19th Century French theater. Will include Musset, Hugo and Labiche.

French 311 **(1)**
19th Century Poetry with special reference to Hugo, Baudelaire and Nerval.

French 314 **(1)**
19th Century Novel from Chateaubriand via Balzac and Stendhal to Zola.

THE SOCIETY AND INSTITUTIONS OF CONTEMPORARY FRANCE

Students take both the following courses:

French 315-316 **(2) (2)**
French Society and Political Problems

French 317-318 **(1) (1)**
French Society and Economic Problems
If this group is chosen as the oral option then it is only necessary to offer 315/316 *or* 317/318 at the oral examination.

HISTORY AND POLITICS

Students take both the following courses:

French 319-320 **(1) (1)**
History of Contemporary France

French 321-322 **(1) (1)**
Literature and Society

ART APPRECIATION

French 323-324 **(1) (1)**
History of Art from Roman times and the evolution of artistic appreciation from the 18th to the 20th century.

Note: Students must take different subjects for their written and oral options.

Students sitting for the third degree examinations normally take TWO of the following courses.

French 407-408 (1) (1)
Linguistics

French 409-410 (1) (1)
Semantics and Versification

French 411-412 (2) (2)
Modern French Literature

French 413-414 (1) (1)
French Poetry

French 415-416 (1) (1)
Phonetics & Methodology

By arrangement with the Director of Studies of the Comité de Patronage, AIFS students completely fluent in French may also enroll as auditors for the regular courses given by University III (Languages and Letters) and University II (Social Sciences). Among courses offered are History, History of Art, Philosophy, Sociology, Political Sciences and Social Studies.

The following special courses are organized for AIFS providing there is sufficient enrollment.

English 101-102 (3) (3)
English Reading and Composition
The objective of this course is to provide the student with a course in reading and composition which will meet the requirement in Freshman English in American universities. The major emphasis will be on the composition of the essay, but in the second semester, literary analysis and research techniques will receive particular attention. The course, meeting three times weekly, is given by a visiting British lecturer in English.

English 301-302 (3) (3)
Creative Writing
This course is designed for students who have gained proficiency in written English expression and wish to develop their skills. The class takes the form of a creative writing workshop under the guidance of a British author. The whole emphasis of the course is upon creative work under informal tutorial guidance.

History 101-102 (3) (3)
Modern French History
The course will meet three times weekly. Its objective will be to trace French history from the Revolution of 1789 until current times. Students will thus be able to appreciate what is happening around them by learning the origin of French political, sociological and economic movements. The course will be given in easily understood French.

Art 101-102 (3) (3)
History of Art in Europe
This course will meet three times weekly. The first semester will trace the main trends in western painting, sculpture and architecture from the Romanesque periods. The second semester will cover the period from the baroque and rococo periods until modern times.

French 325-326 (1) (1)
17th Century French Literature
This special AIFS course is given in conjunction with the Classical and Modern Theater Course (French 309-310) offered by the Comité de Patronage in order to provide students with a regular 2 unit French Literature course.

French 327-328 (1) (1)
19th Century French Literature
This special AIFS course is given in conjunction with the 19th Century Courses (French 311-312) offered by the Comité de Patronage in order to provide students with a regular 2 unit French literature course.

French Sociology 101-102 201-202
Independent Study Project (2) (2)
This course will be given by the AIFS Resident Director. Students will select topics of modern French life to be researched and studied independently through field trips and interviews. Class work will consist of a weekly meeting with the AIFS Director.

Students will be encouraged to work together on group projects. A major written report will be required in each semester. Students desiring credit for this course must obtain prior approval from their American University.

Students interested in art or music may also enroll in courses given outside the university by the Conservatoire Régional de Musique, d'Art Dramatique, d'Art Lyrique et de Dance Classique and by the Ecole des Art Décoratifs et de Bâtiment. Full details are available on request.

SUGGESTED HOUR LOADS FOR STUDENTS

Students should enroll for at least 15 hours of courses in each semester. A sample choice for a freshman student would be as follows:

French 101-102 Elementary French	(8)	(8)
French 103-104 French Conversation	(1)	(1)
English 101-102 English Reading and Composition	(3)	(3)
Art 101-102 History of Art in Europe	(3)	(3)
	15	15

A sample choice for a junior year abroad student would be:

French 301-302 Advanced French Language	(5)	(5)

French 303-304 French Literary Criticism	(2)	(2)
French 305-306 Translation	(1)	(1)
French 307 The 20th Century French Novel	(1)	
French 309-310 Classical & Modern Drama	(1)	(1)
French 311 19th Century Poetry	(1)	
French 312 19th Century French Drama		(1)
French 314 19th Century French Novel		(1)
French 319-320 History of Contemporary France	(1)	(1)
French 321-322 Literature and Society	(1)	(1)
French 325-326 17th Century French Literature	(1)	(1)
French 327-328 19th Century French Literature	(1)	(1)
	15	15

Note: Final choice of courses is inevitably governed by the time-table.

EXAMINATIONS AND CERTIFICATES

Students will be examined on their progress at the end of each semester. Depending on the examination taken and the proficiency shown they will be eligible to receive one or more of the following national French certificates.

CERTIFICAT PRATIQUE DE LANGUE FRANCAISE (premier degré)

This examination is intended for students taking courses at the 100 to 200 level. The test takes the form of two, three hour written examinations, one consisting of a dictation and language test and the other consisting of questions on French Literature and comprehension. In addition, there is a short oral examination consisting of reading aloud a French passage followed by questions on the content of the passage. Success in the examination will indicate the student has acquired a good knowledge of the language–probably equivalent to completion of intermediate French at a good American college.

DIPLOME D'ETUDES FRANCAISES (deuxième degré)

This examination is intended for students taking courses at the 300 to 400 level. The examination includes 7 hours of written tests on language, culture and civilization topics as well as the optional areas chosen by the student (literature, art, history and politics; society and institutions). In addition there is an oral test. Success in the examination is equivalent to the completion of a junior year majoring in French at an American college.

DIPLOME SUPERIEUR D'ETUDES FRANCAISES (troisième degré)

This course is intended for future teachers of French. Students must have studied in Grenoble for two semesters in order to be eligible to take the examination. Students are given both oral and written examinations (10 hours). A jury of university professors corrects the papers and assigns grades. Success in the examination indicates an excellent knowledge of both French language and literature and is equivalent to a French major in a B.A. degree at an American college.

All students will receive a special transcript, prepared by AIFS and certified by the Director of Studies at the Comité de Patronage, which will list courses taken, describe progress made and include a recommendation by the AIFS Dean of Students on possible transfer credit.

UNIVERSITY OF PARIS, PARIS, FRANCE

with orientation in Vichy

French Language and Civilization

Course open to juniors, seniors and graduate students only

Paris statues.

LOCATION

"If you are lucky enough to live in Paris as a young man, then wherever you go for the rest of your life, it stays with you, for Paris is a movable feast."
Ernest Hemingway
Epigraph to A Movable Feast, 1964.

The American in Paris, in fact and fiction, is over two hundred years old. Franklin, the forerunner, gave Paris its first lightning conductor. Jefferson, who lacked empathy, left it in a huff ("only vice and modern languages are better taught there than at home"). Tom Paine enthused to it about the rights of man. Rumford invented an economic soup for its poor. Henry James came and went (his mere passage a tribute). And, above all, thousands of students unknown to history flocked into the Latin Quarter around the Sorbonne to study literature, music and art in what seemed to be their natural home.

Hemingway was there in the thirties, when the presence of John Dos Passos, E. E. Cummings, Scott Fitzgerald, Stephen Vincent Benet, Archibald MacLeish, Louis Bromfield and many more besides made Paris a veritable home for expatriate genius.

The best of Paris is to be had for free, by walking and looking. All its roofs, domes, spires and towers threaded by the Seine make a splendid perspective from the terrace of the Sacré Coeur at Montmartre. By night, Place de la Concorde, with its gleaming lamps, viewed from the Bridge with the floodlit Marine Ministry and the Madeleine in the background, is one of the most entrancing sights in the world. The Louvre, with its incomparable art treasures, Notre Dame, the Marais, the Champs Elysées, the Luxembourg Gardens – all this, and more, Paris gives for the asking.

Not everything in Paris is free, of course, though much is still comparatively cheap. Music there is both cheaper and much better than it was, thanks to heavy subsidies from the world of politics; concerts are frequent (four permanent orchestras and many ad hoc groups) and interesting (music of the mediaeval and baroque periods is in vogue). Theater (about fifty venues, from the sacrosanct Comédie Francaise to the tiny Théâtre de la Huchette), also in the doldrums in recent years, is showing signs of a revival and is looking for its Albee or Pinter. Production here is in advance of authorship; however, Anouilh, Giraudoux, Montherlant and similar great figures from the French stage of yesterday are frequently played, and students get cheap rates. Cinema is one of Paris's strong points: the Latin Quarter is full of cinémas d'art with barely a hundred seats in which films from all over the world are shown at very low prices, while the Cinémathèque Francaise specializes in five or six showings daily (in each of two cinemas) of great films from the past. Young art in Paris, by a flawless sequence of logic based on false premises, has got mixed up with politics, but is nonetheless interesting though rather American. Its proponents are vocal. Inward from this fringe, however, art is as vigorous and challenging in Paris as it has ever been, and is of course catered for by innumerable galleries and exhibitions, most of which are virtually or actually free.

Finally, food and wine are still as great (and as expensive) in Paris as they ever were – and the amateur sociologist will find much to interest him in myriad discotheques, while even the bookworm may enjoy blinking at the dawn for once in a while over croissants and coffee at Saint-German-des-Près.

So much for the menu. Intending gourmets should note, however, that Paris, feast of feasts, is also the city of congested arteries (incredible Boulevard Saint Michel!) and bile (Rameau in Diderot's piece is the archetype of the bilious Parisian). Paris is no provincial Sunday picnic, but one of the grandest occasions in the western world; coping with it requires savoir faire.

UNIVERSITY OF PARIS

Until the reforms stemming from the "student revolution" of May 1968, the University of Paris (founded by Papal Bull in 1215) was a single institution attended by over 100,000 students. It has now been divided into more than a dozen independent parts, each of which is a university in its own right. AIFS students attend the most illustrious of these "new" universities, the one at the Sorbonne. This "new" University is, paradoxically enough, one of the oldest academic institutions in the world. Founded by Robert de Sorbon in 1253 as a college for sixteen poor students, it has occupied the same site on the Montagne Sainte-Genevieve in the heart of Paris for over seven hundred years.

AIFS students will study courses organized by the Departement d'Etudes de Civilisation Francaise. This department of the Sorbonne is directed by Professor Georges Matoré and Madame Madeleine Eristov. Its special courses for foreign students were first offered in 1919. Since that time, over 100,000 students from nearly 100 nations have enrolled in its courses.

ADMISSION REQUIREMENTS

Admission to all courses in Paris is restricted to students of junior year and above who have taken at least two years of college French or who can otherwise show proof of a satisfactory degree of fluency in the French language.

ORIENTATION PROGRAM

The Institute believes that a proper orientation program is vital to insure the success of even the most carefully prepared foreign study course. Paris students will, therefore, spend approximately four weeks in Vichy before the start of the course.

Vichy, Queen of European spas, is situated in the very heart of France. As a friendly market and resort town of approximately 30,000 people, it is an ideal place to learn about French life and customs and to make one's first contacts with the French people. A resort of international repute, Vichy's unique facilities include a lake for swimming, sailing and water-skiing, the opera, ballet, concerts and theater, the famous thermal baths, riding stables and horse shows.

The orientation program will be conducted by the Centre Audio-Visuel de Langues Modernes (CAVILAM). This fine language Institute was established in 1964 by the neighboring University of Clermont-Ferrand under whose supervision the classes are conducted. The school gives French language instruction throughout the year to foreign students.

Nearly 15,000 students from 50 different countries (among them a substantial number of foreign government scholarship holders) have studied at CAVILAM during the past ten years.

Students will study the French language using the new "France en Directe" method. In order to ensure rapid progress and good preparation for the courses at Paris, students will attend an intensive course consisting of five hours daily instruction in French. Students study in small groups of no more than 15 per class. In addition to the above classes, lecture courses in English will be given on life at a French university and other useful advice.

Students will stay in Vichy at the new student residence situated close to the Sporting Club. Students stay in single or double rooms. Each room is equipped with its own shower and washing facilities. In addition, students will be given membership in the adjoining Maison des Jeunes which has every club facility.

N.B. The period of orientation in Vichy is not available to au pair students, since they are required to take up residence with their families in Paris immediately upon arrival in France. They therefore attend instead a special orientation program conducted by the Sorbonne.

ACCOMMODATION IN PARIS

Experience has shown that, for older students, one of the best ways of getting to know the French people and their mode of life is to stay with a French family rather than in a student dormitory. The drawbacks of dormitory life are self-evident; living with a French family, by contrast, the student enjoys more freedom (he usually has his own key, and within reason, comes and goes as he pleases), more comfort (private homes contrast sharply with the sometimes spartan foyers d'etudiants), more privacy for study and yet more contact with the people and their language. Moreover, many Paris student residences suffer from budget difficulties which often result in poorly maintained facilities.

AIFS has been fortunate in securing options on some of the best family accommodation in Paris. All the homes are situated in interesting parts of the city and give easy access to the university. The families are selected by the AIFS resident director, who also gives individual attention to the needs of each student. In most cases it is possible to place two students, sharing a large study bedroom, with the same family. Other students have single rooms and are normally the family's only foreign guest throughout their stay.

Examples of the type of family selected for AIFS students are as follows:
Mme. M., who lives in a large elegant apartment on the Place de l'Etoile with a direct view of the Arc de Triomphe, regularly takes two American students. These students share a large study bedroom and have free use of the lounge and kitchen.

M. et Mme. L., who are young teachers, live in a small but attractive apartment (their first home) in the Neuilly area. They receive one student who is treated like a member of the family but enjoys her own private room.

AU PAIR FAMILIES

Families in Paris have long been accustomed to welcoming foreign students into their homes as "au pair guests". The strict translation of this term is "an exchange of work for accommodation between social equals". Au pair students typically work up to two hours per day (with Sundays free) in such activities as baby sitting, taking the children to school and light household chores in return for a private room. Students are free to come and go as they wish. They eat their lunch and dinner with other AIFS students in the university restaurants. Au pair students are normally given a week's holiday for travel at Christmas and Easter.

Some of the families with whom students live as au pairs in France may reside in turn-of-the-century buildings. It is in this kind of building that an au pair's room is located on the top or seventh floor separated from the main part of the apartment. Typically these rooms are quite small but have their own wash basins. Students of course may use the kitchen, washing machine and bathroom in the main apartment. The advantage of this arrangement is that students can come and go as they wish since they usually have their own key.

Large numbers of foreign students have found the opportunity of living as an au pair in Paris challenging but also exciting and rewarding; the consensus seems to be that, approached openmindedly and with generosity, the arrangement can afford unique insights into a different culture. It is for this reason that AIFS recommends this scheme for students applying for the Paris program. Moreover, since AIFS does not have to pay for accommodation, students electing to take au pair assignments have their fees reduced by $750 per year. Considering the light nature of the duties of a typical au pair, the arrangement is certainly a financial bargain.

Students wishing to live au pair must be available to move into their families by September 15. Therefore, these students have a special three week orientation session in Paris, rather than Vichy, before the regular Sorbonne course starts on October 8. The orientation programs consist of guidance and counseling on life in a French home, and intensive French language instruction given by Sorbonne tutors.

An example of the type of au pair family used by AIFS students is as follows:
M. et Mme. L-B. live in the 16th arrondissement in a large comfortable apartment. M. L-B. is a well known Sorbonne professor; Mme. L-B. is in the French Civil Service. They have three children aged 18, 16, and 11. The au pair guest has a private room on the seventh floor, separated from the main apartment. Her duties are to be a companion for the 11 year old daughter on two afternoons per week. Also, when the rest of the family is out late, she is asked to sleep downstairs in the spare room for which she receives pocket money

PRIVATE ACCOMMODATION ARRANGEMENTS

By arrangement with the Dean of Admissions, before departure from the U.S.A., students preferring to make their own living arrangements in Paris may do so. Their fees are reduced by $650 (the reduction is $100 less than for au pair students since they are required to take the Vichy Orientation Program). It should be realized, however, that accommodation in Paris (all accommodation must be approved by the AIFS resident director) is extremely hard to get and is often prohibitively expensive.

MEALS

All students take breakfast at home. Other meals are taken in student restaurants close to the Sorbonne. Meal tickets are issued and are accepted in all the student restaurants of Paris. From the list they are given, students soon discover by trial and error which restaurant suits them best. In general, the menus are balanced and varied, and the multi-national crowd of students frequenting Mabillon or Mazet, to name just two of the University restaurants in the Latin Quarter, is invariably as colorful as it is highspirited.

TRANSPORTATION

Most students choose to take the subway to and from the Sorbonne. The Paris metro is one of the most efficient and convenient subway systems in the world. It is also one of the cheapest; the fare is the same whatever the actual distance of the ride. A ticket for 10 trips costs approximately $1.50 or 15c. per journey. The metro has fifteen lines that interconnect into a dense yet easy-to-follow network covering the whole of the city. Trains run every five minutes or so virtually round the clock, the pause being between 1 a.m.

84

and 5 a.m. The bus network is also very extensive, but tends to be more expensive. Students are responsible for their transportation costs while in Paris and should budget accordingly; in most cases $3 per week should prove to be ample.

BOOKS AND LIBRARIES

The time has no doubt gone forever when a scholar browsing through the stall of a bouquiniste on the banks of the Seine could discover a Diderot holograph in a pile of old junk. Yet Paris is still *the* place to buy books, and most students acquire a substantial library for themselves.

Large libraries granting unrestricted access are relatively rare in France, even in Paris. Undergraduate students generally combine use of the Bibliothèque Sainte-Geneviève (a good but crowded university library) with a number of specialized collections, all excellent in their own field. AIFS students will be guided towards the libraries best suited to their particular needs. Library fees, where required, are paid by AIFS, at no extra cost ot the student.

Among the libraries in Paris are the following:
Bibliothèque Mazarine – The library of the Institute of France founded by Cardinal Mazarin.
Bibliothèque Ste. Geneviève – A university library comprising special political science collections.
Bibliothèque de la Sorbonne – A library specializing in literature and the humanities, together with theology.
Bibliothèque des Cours de Civilisation – For everyday purposes.

MEMBERS OF THE FACULTY LECTURING TO AIFS STUDENTS

M. Matoré
Professeur à la Faculté des Lettres de l'Université de Paris.
Directeur des Cours de Civilisation Francaise à la Sorbonne.

M. Adam
Professeur à la Faculté des Lettres de l'Université de Paris.
Directeur-Adjoint des Cours de Civilisation Francaise à la Sorbonne.

Mme. Beaujeu-Camier
Professeur à la Faculté des Lettres de l'Université de Paris.

M. Chailley
Professeur à la Faculté des Lettres de l'Université de Paris.

M. Contamine
Professeur à la Faculté des Lettres de l'Université de Rennes.

M. Duverger
Professeur à la Faculté de Droit de l'Université de Paris.

Mme. Eristov
Professeur Adjoint au Directeur des Cours de Civilisation Francaise à la Sorbonne.

Mme. Goldscheider
Conservateur du Musée Rodin.
Professeur aux Cours de Civilisation Francaise à la Sorbonne.

M. Van der Heuvel
Professeur à l'Université de Paris (Nanterre).

M. Larché
Maitre des Requêtes au Conseil d'Etat.
Directeur du Secrétariat Général du Gouvernement.

M. Mollat du Jourdain
Professeur à la Faculté des Lettres de l'Université de Paris.

M. Poirer
Membre de l'Institut. Professeur à la Faculté des Lettres de l'Université de Paris.

M. Picard
Professeur à la Faculté des Lettres de l'Université de Paris.

M. Schmeltz
Maitre des Requêtes au Conseil d'Etat.
Professeur aux Cours de Civilisation Francaise à la Sorbonne.

M. Serullaz
Conservateur au Musée du Louvre.
Professeur aux Cours de Civilisation Francaise à la Sorbonne.

M. Truchet
Professeur à la Faculté des Lettres de l'Université de Paris.

ORGANIZATION OF COURSES

The course in Paris is essentially a course in French language and civilization. All students should enroll in language classes at the Sorbonne for six hours weekly (3 recommended credits), unless specifically exempted from this requirement by their department head. French majors will be expected to attend, in addition, at least two courses within the scope of their major (to be approved by their department head) and up to three further courses. Students not majoring in French may complete their work load in consultation with their foreign studies adviser or department head up to a maximum of 18 hours per week.

A special feature of the AIFS program at the Sorbonne are the seminar courses, organized specially for AIFS students, and taught by

Sorbonne tutors, in literature, politics, history, art history and music. These courses are open only to AIFS students and are usually taught in small groups of ten to fifteen students.

The courses have the "sanction des études" of the University. Attendance is supervized, written work is required, exams are given and transcripts certifying enrollment are given by the University. All the courses are given in French.

Thus AIFS students in Paris, besides benefiting from the counsel of the AIFS resident director and his staff, besides enjoying a rich program of cultural activities (see below) and superior accommodation arrangements, also have the advantages of enrolling in courses specially tailored to their needs.

GRADUATE LEVEL COURSES
MASTER'S DEGREE PROGRAM

A special program is available for students who have already graduated with a first degree in French to take a master's program in French Language and Civilization. Students enrolled in this course may sit for an examination which confers a master's diploma recognized by the North Central Association of Secondary Schools and Colleges as a full equivalent of an American master's degree.

Duration of Course

Candidates for this program must enroll in a special three months preparation course at the Sorbonne which starts July 1 and continues until September 30. The extra fee for this three month course is $750 including all tuition, examination fees and full board and lodging.

Admission

Candidates must be B.A. graduates and be French majors. In addition, they must pass an entrance examination which is given at the end of the three month preparatory course.

Program of Studies

Preparatory Three Months

An intensive preparatory course in the French language and civilization consisting of:
10 hours per week language work (including language laboratory work).
2 hours per week group seminars in literature.
10 hours of lectures in French civilization.
One afternoon of museum visits.
A total of 264 hours instruction is given.

Regular Academic Year

Students take a program of 30 hours classes per week. The program consists of the following:
16 hours per week of lectures on various subjects
4 hours seminar
10 hours of language classes.
A total of 780 hours instruction is required. In addition to the course examination given at the end of the program, students must submit a thesis in French of about 20,000 words on an approved theme. Specific course descriptions are available from the AIFS Resident Director.

UNDERGRADUATE LEVEL COURSES

Odd numbered courses are given in the first semester and even numbered courses in the second. Recommended credit hours are given in parenthesis.

The course director reserves the right to cancel or modify courses for which there is insufficient enrollment.

French Language Courses

Regular Sorbonne Courses:

French 201-202 (3) (3)
Intermediate French I

French 301-302 (3) (3)
Intermediate French II
This *cours pratique* meets for six hours a week. Instruction is given in small groups and covers vocabulary, grammar, composition, text analysis, conversation and individual work in the audio-aural room. Placement at 200 or 300 level (Sorbonne *Niveau C* or *Niveau A/B)* is by test, irrespective of antecedents.

French 401-402 (3) (3)
Advanced French I
A *cours pratique supérieur* meeting for six hours weekly.

French 203-204 (2) (2)
Phonetics
Twice-weekly sessions of remedial drills for accent problems.

AIFS Course:

French 303-304 (3) (3)
Workshop in Literary Translation
A practical course in the techniques of translation. The target language is English, usually from a French source, and a wide variety of registers is discussed. Students also compare authoritative translations of French novels and poetry and consider some of the theoretical problems involved in the art of translation. Students may enroll in either, or both semesters. However, students taking the second semester course only must have successfully completed French 301, or its equivalent.

French Literature Courses

Regular Sorbonne Courses:
(The instruction is of the lecture type with a large number of students attending each lecture).

French 305 (3)
Aspects of Mediaeval & Renaissance Literature
This course of lectures discusses the forms of literature and their principal exponents in the context of the social and intellectual trends of their eras.

French 306 (3)
Nineteenth Century Literature
A course of lectures on French Literature from Chateaubriand to Flaubert, including drama, poetry and the novel.

French 307 (3)
Eighteenth Century Literature
A discussion of the development of the novel from Madame de la Fayette to Marivaux; Montesquieu and *L'Esprit des Lois*; the concept of Enlightenment, Voltaire, Diderot, Rousseau, Bernardin de Saint Pierre, and the pre-romanticists.

French 308 (3)
French Literature 1870-1970
This course discusses the naturalist movement in the novel; symbolism as a new kind of poetry; Claudel and idealism; André Gide; Proust and the social, psychological and moral implications of *A La Recherche*; and the novels and plays of Jean Giraudoux.

French 403 (3)
Seventeenth Century Authors and Questions
Entry to this course is restricted to those possessing a satisfactory background in French language and literature. The course discusses in depth aspects of the grand siècle.

AIFS Courses:

French 309 (3)
Victor Hugo
Victor Hugo as dramatist, novelist, poet and visionary. Detailed study of *La Légende des Siècles* and the collection of drawings housed at the Maison de Victor Hugo in Paris.

French 310 (3)
Mediaeval Lyric Poetry
The lyric from Guillaume de Poitiers to Francois Villon. Troubadours and trouvères. The forms and their musical determinants. The *Art de dictier* of Deschamps. Prominent poets of the 14th and 15th centuries. The ballade, rondeau and virelai. Conceptions of love.

Prerequisite: French 305 and some knowledge of music.

French 311 (3)
Popular Song in France
The development of the popular song in France since the 18th century: patriotic songs, soldiers' songs, street cries, songs of the Commune, etc. The diseuse. The café concert. Imported styles. The poetic song of Brassens and Brel.

French 404 (4)
French Drama
A course on the French Theater since Artaud using a workshop format, and including visits to the theater. Théâtre engagé, théâtre de l'absurde and théâtre collectif will be discussed.

French 405 (3)
Humor in France
What could be more revealing of a nation's view of itself and the world than its sense of humor? This seminar examines aspects of the French variety of laughter and contrasts it with other varieties. Humor in literature. The satirical press from *Le Crapouillot* to *Le Canard Enchaîné*. Caricature and derision as political weapons. Le rire gaulois. Humor in the films of Pierre Etaix, Jacques Tati and Robert Dhéry.

French 406 (3)
French Poetry
The development of French poetry from Baudelaire to Henri Michaux. Students will be expected to undertake a schedule of reading and preparation.

French 407 (3)
The Hero in the French Novel
The various conceptions of the hero in the French novel, from Balzac to Camus. An extensive program of reading and preparation will be required from week to week.

Economics, Politics, Art History and Geography Courses

Regular Sorbonne Courses:

Politics 401 (3)
French Politics
A study that is a must for those who would truly understand France and the motivating forces in national and international affairs. The course discusses aspects of French unity against a background of social change.

Politics 402 (3)
International Relations
A study of France's international relations since World War II.

Economics 401-402
Economic & Social Problems in Modern France
A study of the problems of industry, agriculture, regional decay and development, and the effects of the EEC, related to the social developments.

Geography 301-302 (2) (2)
Geography of France
During the fall semester, this class will study the geography of France as a whole, while in the spring semester it will concentrate on the geography of particular regions.

AIFS Courses:

Politics 301 (3)
History of Political Ideas in France
A study of political theory in France since Montesquieu.

Politics 403 (4)
Patterns of unrest
Revolution in France from 1789 to 1968; its causes, forms and consequences.

History 301-302 (3) (3)
French Civilization
A survey of French history in all its aspects from the advent of Louis XIV to the present.

History 303 (3)
Gallo-Roman History and Archaeology
The impact of Roman civilization on tribal Gaul was such that the lesser culture disappeared. From the 1st century A.D. to the fall of the Empire, Gaul was a Roman province – wealthy, cultivated and refined. This course studies the social and economic life of Roman Gaul and examines Gallo-Roman buildings and *villas* in and around Paris. Visits to excavation sites where appropriate.

History 304 (4)
The French Abroad
French influence from Acadie to the withdrawal from North Africa. The backlash of decolonization. The current policy of co-operation.

Geography 303 (3)
Paris
Despite the recent policy of decentralization, Paris still dominates France in nearly every aspect of her life – political, sociological, administrative, industrial, financial, commercial, educational, artistic. This course examines how a small island at the intersection of two trade routes developed into what is in some ways the world's finest capital. The influence of military topography and nineteenth century planning are discussed, as are the environmental problems currently besetting the city.

Art History, Art and Music Courses

Regular Sorbonne Courses:

Fine Arts 301-302 (3) (3)
History of Art in France
This survey of the great movements and artists in France covers, in the first semester the art of the middle ages, and in the second, modern French art, from the academics to cubism. The courses include a number of visits to museums and galleries.

Music 301-302 (3) (3)
History of Music in France
This course covers aspects of French music from the mediaeval lyric to the modern symphony. No specialized musical training is required.

AIFS Courses:

Fine Arts 303 (3)
Mediaeval Architecture
The development of architecture in France from the Merovingian period to the end of the 13th century and the extension of Gothic in England. Limited to 10 students. Field trips in France and southern England. Field trips fee: $98.

Fine Arts 304-305 (3) (3)
Photography as Art
Historical outline, optical theory, practical. Stress is laid on the creative possibilities of the camera and enlarger. Lectures, assignments, ten three-hour laboratory sessions per semester, exhibitions. Limited to six students. **Prerequisite:** permission of the instructor. **Materials fee:** $20 per semester.

Fine Arts 306-307 (2-5) (2-5)
Art in Studio
Exploration of media, techniques and concepts associated with figure studies, painting, sculpture, etching under the guidance of Art Center faculty.

Music 303 (3)
The French Baroque
An examination of the theoretical writings and the idiomatic forms of the French composers in the period 1600-1750. Their works will be compared and contrasted with those of their contemporaries in Germany and England. Particular attention will be paid to the works for keyboard of Couperin the younger.

Music 304 (3)
Berlioz and the romantic ideal
An evaluation of the romantic aesthetic and its impact on the works of Berlioz. Reference will be made to other romantic composers.

Music 305-306 (3) (3)
Harmony and Counterpoint
Chord construction. Part-writing. Chromatic modulation. Composition in homophonic dance forms and two or three part contrapuntal forms.

Music 307-308 (3) (3)
Instrumental Study
By arrangement with the dean. Six levels of technical skills. Admission by examination, except at beginner level.

Music 309-310 (3) (3)
Ensemble
By arrangement with the dean. Admission by examination.

Music 401-402 (3) (3)
Counterpoint and Fugue
Advanced contrapuntal techniques applied to three, four and five voice Fugue, the Motet and Passacaglia and other variation forms.

CUISINE COURSE

This non-credit course is organized specially for AIFS by M. Robert Gafner of the Fédération Nationale de L'Hôtelerie Francaise. The course meets for one afternoon every other week for one semester. Students are taught the art of hospitality, table laying and decoration and the actual preparation of dishes. Visits are made to some of the great Parisian restaurants such as Le Grand Vefour, La Tour d'Argent and l'Hotel Plaza Athenée.

CULTURAL ACTIVITIES

The AIFS staff (the resident dean, a full-time coordinator and a part-time French student monitor) advise students how to get most benefit from the rich cultural life in Paris and ensure contacts with the French student population. In addition, they organize weekly visits and excursions to places of interest in and around Paris. The cost of these activities is included in the basic tuition fee. Sample activities are:

Visits to the theater, concerts, ballet, opera and the cinema.
Lectures by distinguished French journalists, professors, and artists.
Day excursions to such places of interest as Versailles, Fontainebleau, and an overnight weekend excursion to St. Malo and Mont St. Michel.
Receptions and parties to which French students are invited.
Thanksgiving dinner at a Parisian restaurant.
There is usualy one event scheduled each week.

CREDIT TRANSFER

Students must make arrangements for transfer of credit towards U.S. Undergraduate degrees *before* departure from the United States. AIFS will help in every possible way in this matter by supplying transcripts, course catalogues, etc. but it should be stressed that the decision to grant credit rests in all cases with the American college or University since the Sorbonne does not use the credit system (except for the master's degree program). Department chairmen are invited to contact AIFS admissions staff in Greenwich for further information on courses.

CERTIFICATES AND EXAMINATIONS

Transcripts: All students will receive a Sorbonne transcript listing all courses taken.
Examinations: AIFS students may take the following examinations:
Magistère de Langue et de Civilisation Francaises–
The degree is equivalent to a master's degree in French. The program leading to this degree is accredited by the North Central Association.
Diplôme d'Etudes de Civilisation Francaise–
The examination for this diploma is given in June only. Students must follow a course of study in literature and civilization throughout the year to qualify.
Diplôme Superieur de Langue et de Civilisation Francaises–
Examinations for this diploma are given in June and comprise questions in practical language exercises, as well as literature and civilization.
Certificat Supérieur de Langue Francaise–
Examinations for this certificate are given at the end of each semester. Students should enroll in practical exercises in vocabulary, grammar, composition, conversation and text analysis.

Lycee Anna De Noailles

EVIAN-LES-BAINS, FRANCE
French Language and Civilization Course
open to pre-college interim students only.

Location
Evian-les-Bains is a spa and tourist resort on the Southern shores of Lake Geneva in the province of Haute Savoie, famous for its mineral waters. It is a pleasant town of approximately ten thousand inhabitants which more than doubles in size during the summer with the influx of visitors attracted by its mild climate and picturesque setting. In winter it is conveniently situated for a large number of French and Swiss skiing resorts. The foothills of the Alps form a backdrop for the town which is centered around a busy harbor whence quaint white paddle-steamers ply across the lake to the Swiss town of Lausanne. The spa buildings, the new Hotel de Ville and the casino form the modern part of Evian which stretches along a lakeside promenade and contrasts with the 13th century parish church and the mediaeval fortress towers of the old quarter. The bustling city of Geneva in Switzerland is only half an hour by bus from Evian.

Objective of the Course
This program is intended primarily for students who have graduated from high school but would like to spend a year in France studying French language and Civilization before enrolling in College. As a result of their stay in Evian students should be completely fluent in French as well as having a firm grasp of French literature, history and culture.

Lycée Anna de Noailles
The lycée which AIFS students will attend stands in its own private spacious grounds on the banks of Lake Geneva. The main part of the school occupies a beautiful renovated castle which is the former home of the French poetess Anna de Noailles and is over one hundred years old. Close to the school is a splendid swimming pool and tennis and basketball facilities are close at hand.

The lycée has high academic standards, being under the control of the local education authorities of the Académie de Grenoble. The school prepares French students for the very stiff baccalauréat examination, the French university entrance requirement which is generally thought to be the equivalent of successful completion of a sophomore year at a U.S. College.

Admission
Only students with at least three years of high school French should apply for enrollment.

Residence
AIFS students will stay with carefully selected families in Evian within walking distance of the lycée. This will ensure student's rapid progress in learning French as well as providing more private accommodation than that available in the lycée's dormitories.

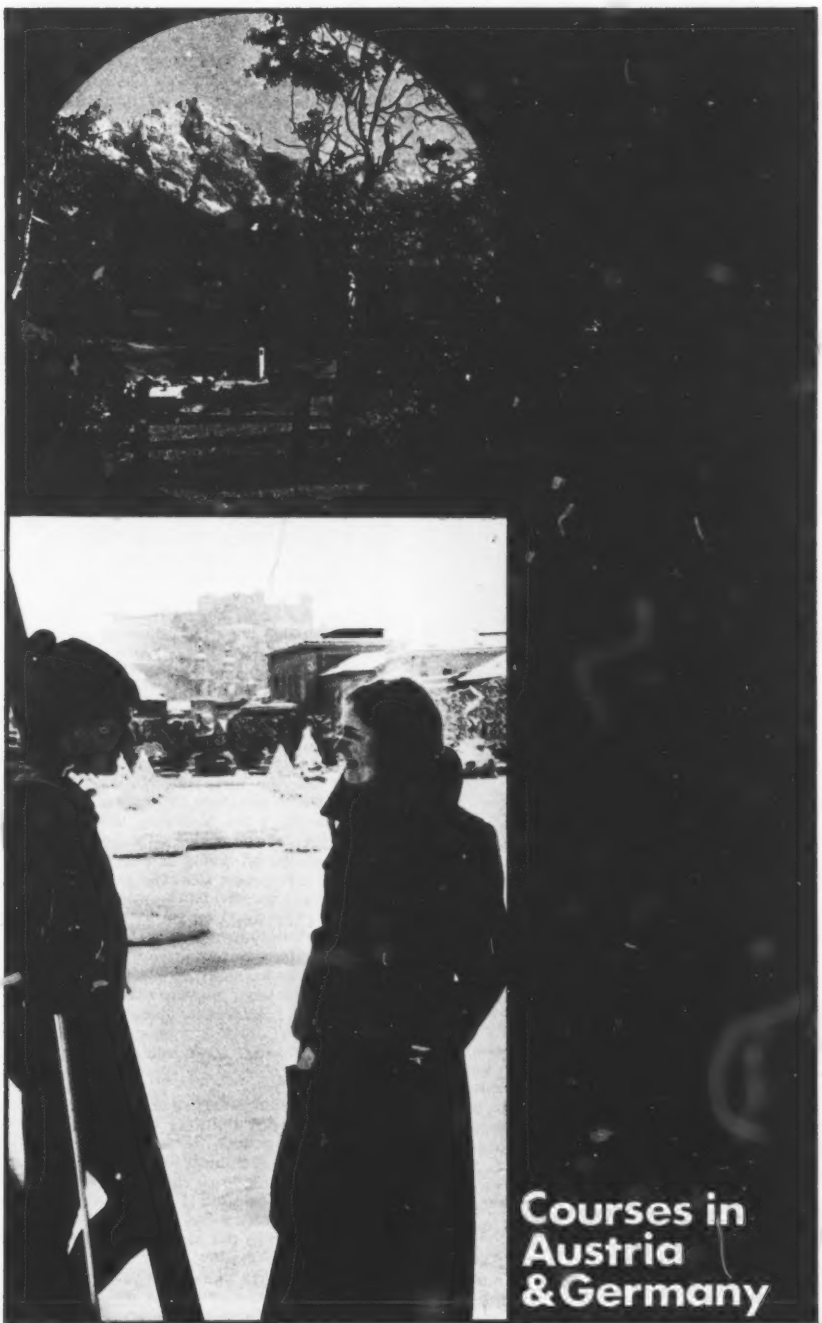
Courses of Instruction
The academic year of the lycée is organized on a three-term basis with each term lasting approximately 12 weeks.

During the first term total emphasis will be placed on the French language. Students will be attached to a number of different classes according to their individual ability and there will be private tutorials also. The number of students in a class is usually not more than 20. The total number of class hours in a week will not exceed 20. There will be a limited program in Geography, History, Art and Music.

During the second and third terms students will be assigned to regular classes in the lycée and will follow very largely the curriculum prescribed for the French students although they will retain their own special tutorials in French language. They will study, inter alia,
(1) Geography; (2) History: (3) Art; (4) Music; (5) Mathematics; (6) Economics; (7) History of Ideas; (8) French Literature.

Quite apart from all the classes above which will be given in French, there will be special classes in English writing and criticism given in English by a visiting lecturer. This course is intended for interim students desiring training in the writing and appreciation of the English Language. It will meet three times weekly and will emphasize the study of language and literature forms through critical reading and writing.

Examinations and Certificates
A comprehensive examination will be held at the end of the third term and students will receive a certificate on which will be recorded a statement of courses attended, recommendation on credit hours, and a report on performance in the individual subjects of the examination.


Courses in
Austria
& Germany

University of Salzburg

AUSTRIA

with Orientation in Heidelberg, Germany

Fine Arts, Music, German Language, Literature and Liberal Arts

For College Freshmen, Sophomores, Juniors and Seniors

Salzburg

Location

The ancient city of Salzburg situated in the foothills of the Austrian Alps has for centuries been one of the major cultural centers of Europe. In late antiquity some of the first Germanic Christians settled here, using mountain caves as catacombs that can be visited in today's town center; ever since the early Middle Ages Salzburg has been the seat of an Archbishop whose title is "Primas Germaniae." The exceptional beauty of the city owes a great debt to the architectural judgement of generations of Salzburg archbishops who gave the city its superb collection of baroque buildings. Painting and music have been of enormous significance in the history of Salzburg and Wolfgang Amadeus Mozart is certainly the city's foremost son. For the last 50 years Salzburg has been host to an International Summer Festival that has brought together the finest orchestras and concert artists in the world; it was at Salzburg that the modern concept of a festival, with the city as stage, was conceived by a group of Austrian artists and authors. A second festival, this time at Easter, has been developed by the great Austrian conductor, Herbert von Karajan, and there are festive musical events around Mozart's birthday (27th January) and in May/June.

Austria is famous for its opera houses and the Salzburg Opera House stages magnificent productions throughout the year. The winter season of plays is also of exceptional interest.

The present day city has 110,000 inhabitants and still retains its architectural elegance. In 1798 Alexander von Humboldt, the famous naturalist and explorer, described the view of Salzburg as the most beautiful in the world, on a par with that of Naples and Istanbul; it is the supreme good fortune of the city that the passing centuries have seen preservation rather than neglect and decay. The university, museums, galleries, theaters, opera houses and concert halls of Salzburg provide a stimulating intellectual environment and the wonderful buildings of the Altstadt–"Old Quarter" of the city–are a delight to explore. Here Mozart was born in a house dating from 1400; other Mozart monuments include his dwelling house, a statue by Schwanthaler, and the garden chalet in which he composed the "Magic Flute". These buildings are now world renowned and widely visited museums, still alive with the master's music; chamber concerts are performed in the very rooms where Mozart and his family played to their Salzburg friends.

The Austrian Alps rise from the outskirts of Salzburg and excellent, inexpensive winter sports facilities are available, within half an hour's drive of the city. The skiing in Austria is suitable for all levels of accomplishment: first-rate instruction is available everywhere, and beginners can usually ski confidently after an eight-day course. In the other seasons of the year Salzburg is well situated for high altitude mountaineering and walking. The many lakes such as Mondsee and Mattsee present opportunities for boating and sailing. Spectacular passes lead across the Alps into Italy and cross some of Europe's wildest and most memorable scenery en route.

The cathedral at Salzburg is a glorious building of early baroque design created by the Italian architect, Solari. Among other distinguished architects who worked in Salzburg was Johann Bernhard Fischer von Erlach, who designed many of the later baroque churches which make so distinctive a contribution to the architecture of the city. High above Altstadt towers Salzburg Castle–a fortress of monumental size. The castle is now the center of the famous Kokoshka Art Summer School.

92

Centrally situated in Europe, Salzburg offers ease of access to many parts of the continent and is especially well placed for excursions to Vienna, the wonderful baroque capital of Austria, Prague, Budapest, Munich and Bavaria as Herrenchiemsee and Neuschwanstein. The high Austrian Tyrol, centred on Innsbruck, is some two hours drive away.

Contact with the Austrian Population

"She's my best friend at Salzburg–I can talk to her about everything . . ." An AYE student about her Austrian host. As a result of special arrangements made by AIFS in Salzburg, most students will be housed with carefully selected private families. A student's relationship with his or her Austrian family may be very cordial and close, and provides a focal point for the joys and experiences of living in a different environment.

Other AIFS students stay in a private student residence with Austrian and other German speaking students. Called the Haus Wartenberg, this residence, which was originally a 17th century farm house, was converted by Baroness Wachter, and is of sufficient cultural and architectural interest to appear in the latest edition of Fodor's Guide To Austria. It is very well appointed, with marble floors, many pieces of antique furniture in the old Salzburg style, and with a common room and a study room for the use of students. The house stands in its own grounds in a residential area some 15 minutes walk from the old town, or three minutes on the trolley bus. Because most of these facilities are used jointly with Austrian students, contact is easy and the manageress of the residence has many year's experience in looking after an international community.

Meals will be taken in "Mensas", student refectories, and in city restaurants frequented by university students. Salzburg has a high reputation for the quality of its cuisine.

To ensure maximum contact with the Austrian community, students will be introduced to Salzburg clubs and societies, including several student clubs with their libraries, lounges and cafes; here students of several nationalities meet for extracurricular activities, or just to chat and exchange their experiences. Austrian folk dancing, folk music, student concerts and Austrian cooking form part of the clubs' programs, and there are excellent sports facilities.

All in all, AYE students at Salzburg are placed in much the same living conditions as their European counterparts–the best basis, in the experience of former participants, for real fellowship and social links.

The University of Salzburg

Founded in 1622, the university achieved great significance in the eighteenth century: at the height of its prestige, with the then very large student population of 1300, it specialized in canonical law, philosophy, and in gigantic baroque theatricals (up to 250 student actors per performance). Leopold Mozart, the composer's father, was for a time a student of logic here. Following a period of decline and dormancy, the university was re-established after World War II and is now in a period of growth and consolidation.

The present university is a modern, forward-looking institution whose policies represent Austria's position as a neutral country, with an emphasis on international relations both practical and academic. On the academic side the university has a number of distinguished visiting professors, many from Britain and the United States, who lecture in English; their lectures and seminars are among the most popular with Austrians and students from overseas alike. There is also a department of international relations, with specialists in eastern and western political science.

Another distinction of the university lies in its Faculty of Arts and Philosophy which attracts students from all over the world. An interesting feature of the approach to study is that undergraduates can read subjects in a number of faculties at the same time. This is a new departure for a university in the German speaking world, and has attracted a very wide degree of interest. The university has outgrown its original home in the historic Archbishop's Palace and has expanded into buildings throughout the city.

In 1953 the Salzburg Mozarteum, one of the premier music conservatories of Europe, was elevated to university status and is now the second institution of higher education in the city. On a practical level Salzburg is one of the few universities in Europe to have a department of tourism. After a very small beginning in 1945 the number of overnight stays in Austria is now 90 million per year, or over 12 times the number of the population; this enormous growth rate is proof of the successful teaching of tourism, and the Salzburg University course in tourism is an important asset for students training to become hostesses, stewardesses, or to join international organizations.

The number of the university's pupils who are now world famous is too large to mention: they include Wolfgang and Herbert von Karajan, Hanno Steffek (State Opera Munich), Alan Mandel, Wolfgang Rennert (the conductor), Otmar Suitner (Artistic Director of the Berlin Opera), Grace Bumbry (Metropolitan Opera, New York), and many

93

distinguished musicians in Europe and overseas. The formation of future professional musicians and teachers remains the Mozarteum's chief *raison d'etre*; however, through the kindness of the Academy, the Institute has been able to arrange for suitably qualified AYE students to attend courses as auditors as well as full time students.

The Mozarteum also provides an important cultural stimulus to the Salzburg scene throughout the year with concerts and recitals given by its professors and students. The Academy's priceless collection of manuscripts, scores and period material may be seen by anyone interested, and there are guided visits of its historic concert halls.

Salzburg's third institution of higher learning is the College of Art and Technology; the college organizes courses in practical and applied art, and offers full studio facilities to its students. Instruction is given by local professional artists, many with their studio and shop; small, informal classes make for easy contact between students, and between students and their instructors.

The University of Salzburg has a deserved reputation for its courses in German for foreigners and all AIFS students will be expected to enroll for these courses during the first semester. They will also be free to take any of the regular courses, within the Faculty of Letters, provided they can show a reasonable working knowledge of German language by the commencement of the faculty lecture program in early October. All students will be able, if they wish, to build up a program of study combining elements from the Faculty of Letters and Fine Arts and music courses.

For the second semester students can, if they wish, continue to enroll in the German for Foreigners program of the university or they may choose to take courses exclusively from the calendar. The Institute anticipates that all students will have sufficient knowledge of German to be able to derive full benefit from these courses in the second semester.

The full range of courses available in the Faculty of Letters covering literature, linguistics, history, philosophy, and politics is published under the Calendar of Courses. Most classes are given exclusively in German and the faculty includes some of the most talented scholars in the German speaking world.

The Institute's Resident Director at Salzburg is Mr. Volker E. Horn who first studied for his diploma at the University of Graz and gained the major distinction of a scholarship to Cambridge University where he obtained his master of arts degree and subsequently taught before joining the Institute in the 1970/71 academic year.

Orientation Program

A new environment always provides a challenge to students and the Institute recognizes the need for a valuable, carefully created, intensive German language and culture program to equip them for the academic year. Salzburg students will therefore spend approximately six weeks in Heidelberg before the start of university courses.

The romantic town of Heidelberg lies in the beautiful Neckar Valley and is renowned for its magnificent setting. This fascinating baroque town, built on Renaissance and Gothic foundations, is surrounded by wooded hills which slope down to the river. The dominant feature of the town is the castle, whose rose-red ruins tower above to a height of 330 feet and reflect the devious architectural styles employed during the seven hundred years of its construction. The old town below the castle possesses many places of interest, including the Royal Mews, the Rathaus and the Heiliggeist-Kirche. The world-famous Schwarzwald–the Black Forest–is situated close to Heidelberg. The Black Forest lies along the east bank of the Rhine and with its delightful little villages, set among the magnificent surrounding scenery, is an area of unrivalled charm and appeal.

The Collegium Palatinum is a college for foreign students where the accent is on making members of all nations conversant with the German language, German history, literature, and the German way of life. Every year, thanks to its romantic charm and the beauty of the countryside, Heidelberg, the oldest university city in Germany, attracts thousands of tourists. Furthermore, it has always been a center where people from all over the world meet to exchange ideas.

The castle that dominates the city is a reminder of the times when the Electors of the Palatinate resided at Heidelberg. The steadily increasing number of foreigners visiting Heidelberg creates an atmosphere of tolerance and mutual understanding, to which the greatest importance is attached by the Collegium Palatinum too. Not only has every student leaving Heidelberg at the end of his studies learned the German language, but he has also made friends.

The two houses of the Collegium with their large gardens are situated in the most beautiful part of Heidelberg, immediately opposite the castle and yet only ten minutes from the university and the center of town. One house is reserved for our male students and the other for the girls. The big, light and modernly furnished rooms for three students

are fitted with hot and cold water; some of the rooms have their own balcony. In each house there are a number of bathrooms and showers. TV and radio are provided in the lounges.

Students will be divided into groups according to their knowledge of German and the following classes will be available: elementary, intermediate and intermediate advanced. The main emphasis of the teaching is on the understanding of the language in general and on the spoken language. Approximately thirty new words will be taught into use every day since this corresponds with a student's ability to learn and remember.

Lectures will also be given in English on a wide variety of topics in order to give students a full understanding of German history, culture, family life, education, music, religion, and other matters that together create the fabric of a society. Visits to educational institutions; selected industries and excursions into the nearby countryside will supplement lectures.

Objectives of Courses
For students primarily interested in German, the academic program is designed to develop with maximum speed and efficiency their command of the German language. Great stress is laid upon tuition in small classes of about twelve students. Class effort is equally divided between oral and written German.

Students enrolling in Salzburg primarily for fine arts and music will have a substantial choice of courses, many of which have their roots in the remarkable cultural environment of Austria in general and Salzburg in particular. They will only be required to know sufficient German to enable them to enjoy a productive year in Austria and follow the simple German which will be used by some of the fine arts and music instructors.

It is one of the special features of the Salzburg program that it provides lectures, seminars and tuition on all levels: for instance, there are lectures given in English, French and Italian as well as many intermediate and specialist courses in German; fine arts and music courses, which may be taken in combination with other courses, cater for beginners, intermediate and advanced to very advanced students alike.

Students wishing to obtain a German language qualification, but lacking any knowledge of the language, may enroll in this program; several courses at the university conducted in English are particularly suitable for such students.

Members of Faculty Lecturing to AIFS Students

Dr. W. Bapka
Akademisches Gymnasium Salzburg

Dozent Dr. O. Blaha
Lecturer in the University of Salzburg

Prof. Dr. G. Croll
Head of Music Department
University of Salzburg

Prof. Dr. F. Fellner
Head of History Department
University of Salzburg

Univ. Lektor Frau Dr. H. Fleischhacker
Faculty of Letters
University of Salzburg

Herr H. Hofer
Musisch-paedagogisches
Bundesgymnasium, Salzburg

Herr Wolfgang Peschat
Cand. Phil. University of Salzburg

Dr. Phil. B. Scheer
Assistant Lecturer, Department of English, University of Salzburg

Prof. Dr. A. Schmidt
Head of German Department
University of Salzburg

Dr. E. Thaler
Musisch-paedagogisches
Bundesgymnasium, Salzburg

Prof. Dr. E. Weinzierl
Head of Department for Contemporary History, University of Salzburg

Courses of Instruction

All students must take German 101 and 102 or 201 and 202 or 301 and 302 in the first semester and second semesters.

The Faculty of Letters, Fine Arts, Music and General Interest courses are offered on a generous scale in each semester and the particular regulations applying to enrollment are listed at the head of each group of courses.

If any course has an insufficient enrollment, the Resident Advisor is empowered to hold it on a reduced basis or delete it from the program.

German Language Courses

German 101-102 (6) (6)
Elementary Written and Oral German
This course for students with little previous study of German meets six hours each week.

Its purpose is to teach students to read and write German accurately and includes the instruction in grammar required to this end. Fluency in spoken German is also an objective of this course. Pronunciation, intonation and stress patterns are studied two hours weekly, and the remaining four hours are devoted to the build-up of vocabulary and the development of facility in oral expression.

German 201-202 (6) (6)
Intermediate Written and Oral German
This course for students with one or two years' previous study of the language meets six hours weekly and is designed to help students with a basic knowledge of German to become accurate and fluent in their use of the language. Students also do two hours translation from German into English and vice-versa. The course is designed to improve oral command to the extent that students can discuss with fluency advanced topics from the realms of literature, the arts, economics, politics and sociology. This course includes two hours study of German newspapers each week.

German 301-302 (6) (6)
Advanced Intermediate Written and Oral German
To students with three to four year's previous study of the language, this course offers intensive training in written German. It should enable students with a basic knowledge to become accurate and fluent in written German by the end of the academic year. Students who have successfully completed this course may take the Dean's Examination in German, the highest German language examination in the university.

This course is designed for those students desiring a degree of bi-lingualism for work in international industry or institutions. Several tutors will take this class in order that students become accustomed to various styles and methods of use of the language.

The following courses are organized for AIFS students to help them in their particular area of interest and study. Students are encouraged to take at least two of these courses. There will be ample opportunity for discussion and personal assistance in a subject if needed.

The language of instruction is English or a simple German, depending on the proficiency of participants.

German 105-205-305 (2)
German Tutorial
A course designed to provide a forum for discussion, in simple German, on topics of current interest – news, TV programs, things seen and heard in Salzburg. Any areas of difficulty in German language can be brought up by students and will be fully explained.

German 107-108 (2) (2)
German Literature: Seminar Course
This course given in English, is a study of the major works and movements in German literature from the mid-nineteenth to the mid-twentieth centuries. It includes an assessment of German novelists, playwrights, poets and philosophers.

German 207-208 (3) (3)
German Literature & History
A foundation course which will provide students with the necessary basic knowledge needed to follow many of the university lectures on German literature and history.

German 209-210 (1) (1)
Special Topic in Literature
This course, led by a research student at the doctoral level, will assist students in their reading and preparation for the German literature course of their choice. (On sufficient demand only.)

Sociology/Politics 201-202 (1) (1)
Twentieth Century Austria
A class in which students will be expected to do some reading of newspapers and other material, and prepare a short paper for discussion with the whole class.

Sociology 301-302 (3) (3)
Independent Study Project: Contemporary Culture
An advanced research oriented contemporary Austrian course is available to junior year students in both semesters.

English 101-102 (3) (3)
English Writing & Criticism
A course, intended particularly for first year students, which meets three times weekly to study language and literature form through creative writing and critical reading. There will be an introduction to research techniques and to the different forms of literature–short story, novel, drama and poetry. The course is given in English.

Faculty of Letters Courses

The following literature and liberal arts courses are available to students. The extract from the current calendar indicates the range of courses available: the 1973/74 University Calendar is not published until late June, 1973, and a revised list of lectures will therefore be available from early June, 1973. These revisions will concern topics and exact titles of a few lectures and seminars, but the general content and level of tuition will not be affected. English or other language after the course title indicates the language of instruction.

English 201-202 (2) (2)
Introduction to Poetry (English)
A survey of English poetry, with representative examples from a number of literary periods.

English 203 (2)
Shakespeare (English)
An introduction to Shakespeare's plays, and a close reading and analysis of one of the major plays.

English 301 (2)
Classical English Historians (English)
'Practical criticism' and stylistic analysis of the most important texts (eighteenth to twentieth centuries), and some translation exercises into German.

English 303-304 (2) (2)
American Literature (English)
This course of lectures, given by an American university professor, will consider the literature and culture of the American South.

English 305-306 (2) (2)
The American Short Story (English)
The origins, development, and present-day trends of this major American *genre* of literary composition.

English 307-308 (2) (2)
The Contemporary American Novel (English)
This course, given by a young Austrian scholar, will concentrate on experimental stylistic techniques in recent American fiction, including most of the bestsellers of the sixties and early seventies.

English 309-310
Seminar: Creative Writing
This class is held by an American visiting professor from Skidmore College, New York, and aims at developing each student's creative powers of writing. Regular class work is expected.

German 307-308 (3) (3)
Principles of Literary Criticism
A seminar course on "wissenschaftliche" methods of literary interpretation, with special reference to German schools of critical thought.

German 309-310 (3) (3)
The Sociology of Literature
Topics to be considered include: literary texts as the product of a class and age; non-literary factors in the production of fiction and drama; the German lyrical poem and its sociological significance; writer-publisher/producer-reader/audience; a changing relationship.

German 311-312 (2) (2)
German Literature in the 70's
A discussion class: recently published German novels, plays and poems, in the context of European tendencies of modern literature.

German 313-314 (3) (3)
The Structure of the Modern Novel
A seminar course on the structural principles, innovations and experiments in modern German fiction, with representative examples from recent novels.

German 315-316 (2) (2)
Modern German Poetry
A course of lectures on some of the latest developments, including the poetry of the 'new matter-of-factness' and the Viennese School (Jandl, H. C. Artmann, and others).

German 317
Literature in the German Democratic Republic
A lecture course that introduces students to contemporary writers in communist Germany, pointing out connections between ideology, politics, social structure and creative writing.

Philosophy 201-202 (2) (2)
German Philosophy
A survey of the main schools of philosophical thinking in Germany. This course of lectures is specially designed as a lucid, concise introduction to the subject for non-Austrian students.

Philosophy 301 (2)
Introduction to Philosophy
A course of lectures on the perennial questions about man's existence.

Philosophy 303-304 (2) (2)
German Philosophy
From Kantian to existentialist thinking; a class on the meaning and relevance of German terms and concepts that are now used by philosophers of all countries the world over.

Philosophy 305-306 (2) (2)
Ethics and the Meaning of Life
The place of ethical thinking and commitment in the contemporary world and its implications for the individual.

Philosophy 307 (2)
The History of Philosophy
A survey of European schools of philosophy, with special attention to the question of truth in philosophical statements. If philosophy claims to tell "the truth" about certain areas of experience and thought, how can there be several philosophical systems?

Philosophy 308 (2)
Dialectical Materialism and its Theory of Knowledge
A critical examination of one of the main difficulties of dialectical materialism (including some exponents of the New Left): to account adequately for the sources of human knowledge.

Philosophy 401 (3)
Body-Soul-Immortality
A new interpretation, at an advanced level, of this classical assumption about the human condition.

Philosophy 403-404 (3) (3)
Religious and Social Philosophy
An intensive, advanced course of lectures on links and correspondencies between these apparently disparate departments of philosophy.

Philosophy 405
Metaphysics
A new interpretation, from a contemporary 'engaged' view point, of Germany's main philosophical way of thinking.

Philosophy 407-408
Special Problems in Philosophical Anthropology
Traditional concepts such as love, envy, hope and despair are related to recent results in anthropology and social psychology, and a fresh examination of those traditional assumptions is attempted.

Philosophy 409
Nietzsches Philosophy
Friedrich Nietzsche, the great forerunner of psychoanalysis and social criticism, grappled with many problems that have reievance today.

Sociology 303-304 (3) (3)
Basic Concepts of Sociology
An introductory seminar on the terminology and methodology of the 'new science', with special emphasis on German sociology.

Sociology 305 (3)
The Social Structure of Western Germany
The background to the 'economic miracle'; capitalism, class and status in Europe's most acquisitive society.

Sociology 307 (3)
'Putsch' and Revolution as Sociological Phenomena
An examination of the social factors leading to violent political upheaval, with examples from recent European and world history.

Sociology/Journalism 309-310 (2) (2)
Introduction to Journalism
A class on European journalism: special attention is paid to ways and methods of evaluating different media and to their political and social significance.

Sociology/Journalism 311 (2)
Form and Linguistic Expression in the Newspaper
The newspaper as a form of information and a forum for political opinion, or as an instrument of political propaganda and social prejudice. Papers and journals examined in this course include *Der Spiegel* the Springer press, FAZ, and leading Austrian and Swiss publications.

Sociology/Mass Media 313-314 (3) (3)
The Public and its Media
This course of lectures examines the channels of political expression and influence in continental Europe. Significant differences emerge in comparison to the American scene.

Sociology/Film 315-316 (3) (3)
Present-Day Film Production
This course is divided into lectures and discussion classes. It examines film not only as a work of art, but mainly as a sociological phenomenon, the product of popular preconceptions, marketing trends, and a highly structured industry.

Sociology/Town Planning 317
Problems of Contemporary Town Planning
This discussion class starts with a consideration of the city of Salzburg and its special problems of relating the old and the new. It then considers a number of European capitals, and encourages students to make contributions from their own experience of cities in Europe and abroad.

Sociology/Journalism 401-402 (3) (3)
The Austrian Press
A structural analysis of contemporary Austrian journalism. Students in this advanced class are expected to read a wide selection of Austrian, German and Swiss newspapers and journals.

Sociology/Mass Media 403 (3)
The 'Anti-Public' and its Media
This advanced course of lectures considers the role of social minorities as regards their methods and standards of communication, choice of news media, and their resulting image in the public mind.

History 301-302 (3) (3)
Modern European History
A survey of post-war history and politics. This course of lectures includes a discussion class of one hour per week.

History 303-304 (3) (3)
The History of Austria
The country that until half a century ago was one of the world's most powerful and

politically active empires: students will be able to choose one of several courses.

Political Science 301-302 (2) (2)
Political Education
The 'good citizen': A review of theoretical, historical and practical considerations in the formation of a representative member of a society, with special reference to present-day Europe.

Political Science 303 (2)
The Public
The public as a political entity, its genesis and functions.

Political Science 305 (2)
Espionage in International Politics
The role of the spy, and of large-scale secret service organizations, in the balance of power and of technical advance. A number of recent cases will be examined.

Political Science 401-402 (3) (3)
Political Theory
A course of lectures, at an advanced level, on the concepts, processes, and models of political thinking.

Political Science 403-404 (3) (3)
Justice and the State
The theoretical foundations of the modern state, and the place of justice in a number of legal and administrative systems.

Political Science 405-406 (3) (3)
International Relations
An advanced course on the theory and practice of supra-natural politics, with special emphasis on Austria's mediating role between East and West.

Psychology 201-202 (3) (3)
Humanistic Psychology
This lecture course centers on Gestalt Therapy and the encounter group movement. It is given by an American guest Professor from San Fernando Valley State College, California. In addition, there is a discussion class on issues raised during lectures.

Psychology 301-302 (3) (3)
Marketing Research
A survey of research methods in European opinion polls, with case work and practical examples, e.g. of the German Elections in the autumn of 1972.

Modern Languages 201-202 (3) (3)
Contemporary Chanson (French)
Texts and music of French, and some Italian and Spanish, chansons are examined, including political songs, protest songs and modern folklore.

Modern Languages 301-302 (2) (2)
French Literature (French)
A course of lectures, given by a French visiting professor, on one of the major periods of French literature, with relevant *explication de textes* conducted in a seminar.

Modern Languages 303 (2)
Italian Literature (Italian)
This course will review 'capitoli scelti della letteratura italiana contemporanea', and is open to all students with a good command of the language.

Modern Languages 305-306 (2) (2)
Spanish Literature (Spanish)
An intensive course of lectures, by a Spanish scholar, on 'algunos aspectos del teatro social en Espana a partir de 1940'.

Modern Languages 307 (2)
Interlinguistics : International Organizations (English/French/German)
Translation and discussion exercises dealing with reports, treaties, etc., of major international institutions, led by a former Consul-General of Western Germany.

Fine Arts and Music Courses
The fine arts section comprises university lectures on the history and theory of art, on an advanced level. It is suitable mainly for fine arts majors and includes practical tuition which is open to all students. Excellent studio facilities are available, including books, journals and slides on modern developments and techniques. For practical sessions students are placed in small groups according to their level of attainment; both beginners and experienced artists can, therefore, profit from these courses and are welcome to enroll.

Music instruction is on several levels: 200 and 300 courses may be taken by all students with a keen interest and some previous knowledge of the subject; such students are usually eligible to enroll as auditors in music lectures and classes (many with musical demonstrations) at the Mozarteum Musical Academy. In addition, lessons can be arranged individually if desired. Some 300 and all 400 music courses are open to advanced students only, e.g. intending professional musicians or future music teachers. The standard set by the Mozarteum is high, but suitable students are encouraged to apply as all relevant factors are taken into account – age and duration of training in relation to musical achievement and promise.

Fine Arts 301 (1)
Art and Utopia
Man's desire for beauty and order in nature projected into art; visual and literal 'meanings' of a painting; the ontological status of a work of art; those are some of the topics examined in this course of lectures.

Fine Arts 303-304 (1) (1)
The Poster as a Work of Art
The origins and development of this means of

visual communication, from early woodcuts and handdrawn *affiches* to posters created in France during the 1968 *évènements*.

Fine Arts 305-306 (3) (3)
Graphics: Technology & History
A survey of developments and techniques, of special value to students also taking one of the practical classes (see below).

Fine Arts 307-308 (4) (4)
The Austrian Baroque
Lectures and seminars; a study in depth of the works of some of Europe's finest architects, many of whose creations may still be seen in Austria, Bavaria, Hungary, and Czechoslovakia.

Fine Art 309 (1)
Introduction to Art Theory
A number of theories will be reviewed, with opportunities for comparison with modern art criticism.

Fine Arts 201-202/311-312 (3) (3)
Painting, Drawing and Graphics in Studio
Students in this small class are encouraged to work on subjects of their choice while receiving tuition or guidance in the studio. The following techniques will be taught: color composition, watercolor, lino and wood cutting, monotype, collage, etching, painting on glass and on textiles.

Fine Arts 203-204/313-314 (3) (3)
Painting and Drawing from Nature
Students are trained to use various materials and techniques effectively, under the guidance of a professional landscape painter. A speciality of this course are open-air sessions on fine Saturday afternoons.

Fine Arts 205-206/315-316 (3) (3)
Applied Arts/Arts and Crafts
An active group with a variety of materials at its disposal in a professional's studio: clay figures, pottery, lino cutting, printing and painting on fabric. A kiln is available for the use of students.

Fine Arts 207-208/317-318 (3) (3)
Traditional Austrian Handicrafts
A wide choice of activities for students who like to use their own hands to produce objects both beautiful and useful. Materials include wood, wood shavings, straw, plaster, wax, enamel, silver wire, copper foil, plastic, leather. During advent students are shown how to make the traditional Austrian Christmas decorations. This course is always enjoyed by students.

Music 201-202/301-302 (2) (2)
Music Appreciation
The emphasis in this course is on the structure and form of the musical whole, in a selection of works from baroque to modern music. Practical examples are played from piano score on two pianos.

Music 203-204/303-304 (1) (1)
Practical Music
One private lesson per week in the instrument of your choice (or in composition or singing), with one of Salzburg's distinguished professors of music. Arrangements can be made for tuition in almost any instrument. Through the kind co-operation of the Mozarteum Academy of Music, the Institute has been able to arrange for students with a sound basic knowledge of music to attend these classes at the Morzarteum, as auditors (no entrance examination).

Music 307-308/401-402 (1) (1)
Practical Music
As a full-time student at the Mozarteum you will receive expert tuition in your instrument (orchestral or solo), singing, composition or conducting; special attention will be devoted to your all-round development as a future instrumentalist or teacher. Pre-requisites: sufficiency of background in general education and music; high recommendations from U.S. college; entrance examination.

Music 309-310/403-404 (6) (6)
Music Studies
In conjunction with Music 307-308/401-402, a very wide range indeed of specialist courses is available to the full-time student at the Mozarteum Academy of Music. The eight music departments provide about 20 courses each, such as (apart from more traditional subjects) oratorio practice for conductors, twelve-tone technique of composition, editing of manuscript scores, piano building and care, and gymnastics, to name only a few.

Tourism 301 (8)
Tourism
A course intended for students who wish to enter the international travel trade, as air hostesses, hotel management consultants, or travel and advertising firms. A great command of German is necessary for this course which takes place during the first semester. A university diploma is issued to successful examination candidates.

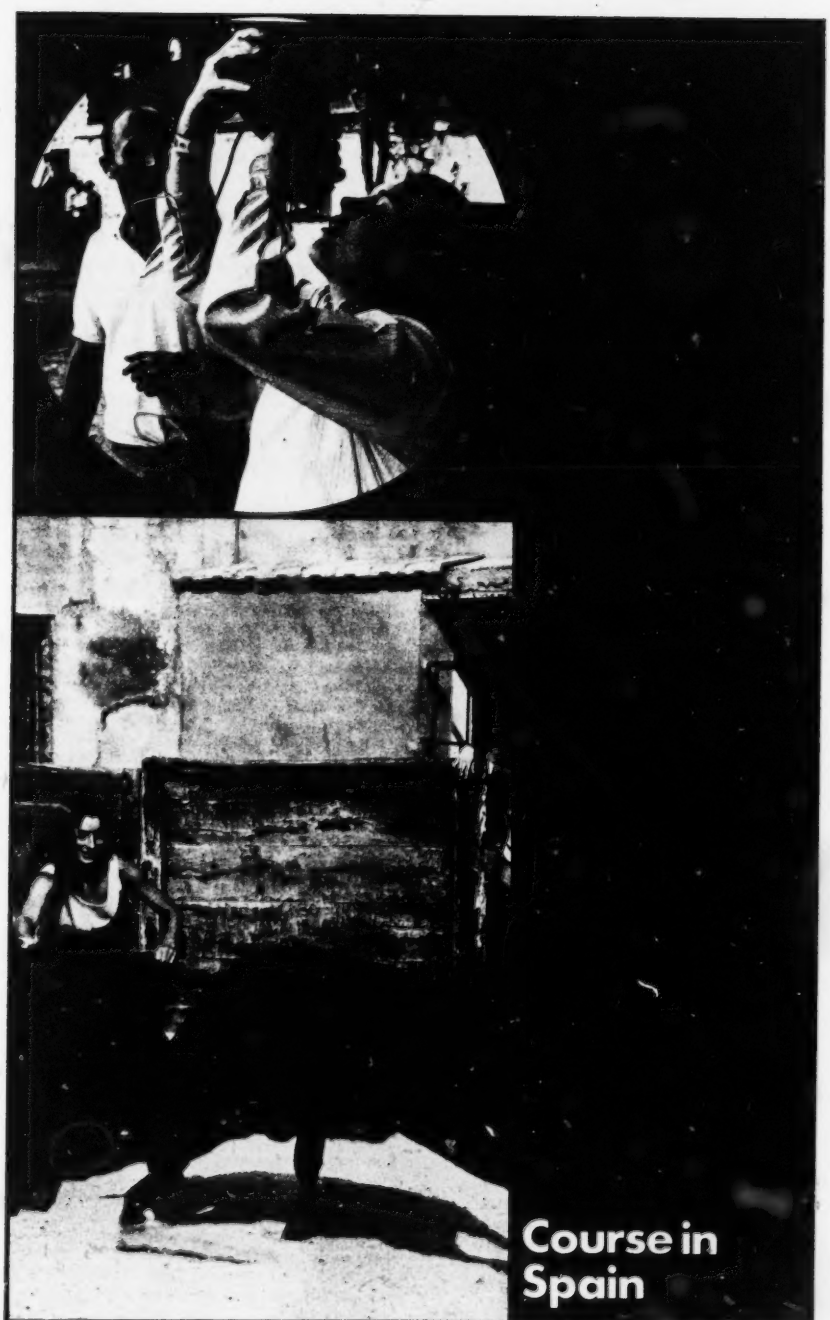
Suggested Hour Loads

Students should enroll for at least sixteen hours of courses in each semester. The choice of courses will depend upon the proficiency of each student.

Examinations and Certificates

A comprehensive examination will be held at the end of the second semester and students will receive a diploma on which will be recorded a statement of courses attended, recommendation on credit hours, and a report on performance in the individual subjects of the examination.

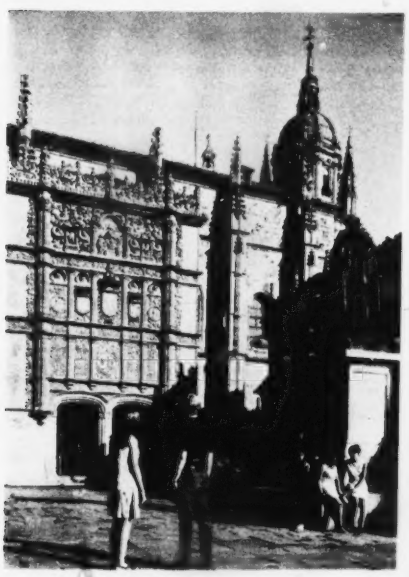
100


Course in
Spain

University of Salamanca

Spanish Language and Civilization

For College Freshmen, Sophomores and Juniors with orientation at the University of Seville



Location

"Salamanca is, perhaps, the most perfect town in Spain. It has no particularly famous work of art. It is itself a work of art of every fruitful period – a town of mellow, golden stone standing by the riverside, among cork oaks; it has two cathedrals, storks' nests on every pinnacle, exquisite little private places – a place to loiter in, discovering new graces at the turn of every street." Evelyn Waugh, Venture, February, 1965.

Situated in the northwest of Spain, about three hours from Madrid, Salamanca is in the middle of Spain's bull raising country. Far from the crowded tourist centers, Salamanca retains its enchanting medieval character. The contrast of the beauty of this ancient city with the ugliness of a typical modern industrial city is overwhelming. Located on a high plateau three thousand feet above sea level, Salamanca's climate ranges from very warm and sunny to quite cool.

Excavations show that Salamanca's long history dates from the fourth century B.C.

The city has been occupied by the Carthaginians, the Romans, the Vandals, the Moors and the Castilians. Among the famous residents of the city in the past were Hannibal, El Cid, Columbus, Fray Luis de Leon, Cervantes, Wellington and Unamuno. Today this beautiful city has nearly one hundred thousand inhabitants. Capital of the province of Salamanca, it is a busy market town and administrative center. Salamanca also has a rich cultural life including theater, festivals and several cinemas.

The beautiful buildings of the city defy description. Morton enthusiastically describes the city's architecture in his "A Stranger in Spain" as follows: "This beautiful golden city is one of the glories of Spain, I am not sure that it is not the finest of its glories. Here the stranger thinks again for the hundredth time that the Spaniards were the greatest architects and builders since the Romans. There is not a building in Salamanca that is not worth looking at."

Among the buildings of particular interest are those around the lovely Piazza Mayor, where Salamantines stroll and chat, two ancient cathedrals, the Casa de las Conchas and the University itself.

The University

Founded in 1218, the University of Salamanca is the oldest university in Spain. The status of the university is so great that the history of Salamanca itself is inevitably tied up in its story. The prestige of the university reached its peak in the 16th century, when Pope Alexander IV declared the university to be one of the principal seats of learning in Christendom, ranking with Paris, Oxford and Bologna. Christopher Columbus studied at the university before embarking on his famous voyage and afterwards returned to lecture on his experiences.

Today, the university has Colleges of Law, Liberal Arts, Science and Medicine and has a student population of some 7,000 students from all over the world.

AIFS students may attend regular faculty courses offered by the university or enroll in special courses organized by the university for AIFS students.

Contact with Spanish Students

Students will stay with private families in Salamanca, thus making possible regular and invaluable contacts with the local Spanish population. These families and their homes have been carefully chosen by the resident AIFS dean. Salamantines are traditionally hospitable and friendly to foreign students and AIFS students who have studied here in the past have been very warmly welcomed by its citizens.

Students also further their knowledge of the language by regular visits to the university theater, which offers a regular program of plays and concerts. Every Friday during the fall semester a program of musical appreciation is given at the university and AIFS students may attend. AIFS pays all entrance fees for these performances. There is a university cinema and numerous cinemas in the town showing the latest film performances.

Further friendships with Spanish students can be made when using the excellent sports facilities at the new sports center. A heated swimming pool is also available.

Orientation Program

The Institute believes that a proper orientation program is vital to ensure the success of even the most carefully prepared foreign study course. Salamanca students will, therefore, spend approximately four weeks before the start of the course on an orientation program specially organized by the University of Seville.

Seville is the capital of Andalusia, an exciting city of unique architectural interest where, in spite of the apparent bustle of her streets life goes on at a refreshingly slow pace. It is an admirable excursion center. Cordoba, Granada and Cadiz are all easily accessible and the Portuguese frontier is only 100 miles away.

The university was founded at the end of the 15th century. The course will consist of intensive Spanish language classes including conversation, grammar, translation from and into Spanish, dictation and comprehension exercises. Students will be graded according to ability. There will be addi ional classes of a general cultural nature. Accommodation will be provided in Spanish families.

This is a particularly good course and students will thus be well-equipped to begin their studies in Salamanca.

Additional excursions are arranged from Salamanca for AIFS students throughout the year and many locations of artistic and historic interest are visited. Since such visits are part of the cultural enrichment program university professors accompany students. One visit is to the 16th century town of Alberca. Recently declared a national monument, nothing has been added to the architecture since the 16th century and it remains in a remarkable state of preservation. Another excursion traces the birth, life and government of Queen Isabella I of Spain. The monastery where she was born and several of her castles are visited.

Members of the Faculty lecturing to AIFS Students

Dr. Eugenio Bustos Tovar
History of Spanish Language

Dr. Alberto Navarro
Spanish Literature (Golden Age)

Dr. Cesar Real de la Riva
Spanish Literature (Contemporary)

Dr. Luis Michelena
Indo-European Languages

Dr. Angel de Cabo
Geography

Dr. Manuel Fernandez Alvarez
History

Dr. Julian Alvarez Villar
Art

Dr. Jose Luis Pensado
Spanish Philology

Dr. Isabel Criado
Literature

Dr. Jose Luis de Celis
History and Art

Dr. Elena Real
Spanish Literature

Dr. Isabel Uzcanga
Spanish Language

Dr. Luis Alcalde
Spanish Language

Dr. Santiago de los Mozos
Spanish Language

Courses of Instruction

It is expected that most AIFS students at Salamanca will concentrate their efforts on perfecting their Spanish. Students with only an elementary knowledge–two to three years of high school Spanish–should enroll in the preliminary course organized by the Institute which is described below. With reasonable effort, these students can attain fluency quite rapidly. Although not part of the official university curriculum, these courses will be taught by the university instructors and appear on the transcripts of students.

The academic year of the University of Salamanca is organized on a three-term basis with each term lasting approximately 10 weeks. The suggested credit hours shown for each course are equal to American *semester* credit hours based on 1 credit for a minimum of 15 classroom hours plus private study or the equivalent hours in tutorials and independent research.

During the spring term or quarter which starts on April 1, 1974, all students with reasonable fluency in Spanish will transfer to the University's special "Curso de Filologia Hispanica". This course comprises courses in language, literature, history and art, given at the 300 level, which are specially suitable for students of Spanish Civilization.

It is expected that all AIFS students who enrolled for the Fall and Winter quarters at Salamanca will be able to follow these courses without undue difficulty.

Students transferring to Salamanca for the spring quarter who do not have good fluency in Spanish will be able to take special language, literature and history courses given at the 100 level.

Courses given for the Fall and Winter Quarters only:
Suggested credit hours shown in parenthesis are given on the basis of American Semester credit hours.

Spanish 101-111 (6) (6) (–)
Preliminary Spanish
The course assumes two years of high school Spanish and will cover the following:–
(a) Reading, comprehension and dictation
(b) Grammar exercises
(c) Oral and written composition
(d) Reading exercise for comprehension
(e) Correction and analysis of written comprehension
(f) Conversation

Spanish 201-211 (4) (4) (–)
Intermediate Spanish
The course assumes one year of College Spanish and will include the following:–
(a) Reading and comprehension. Texts from 20th century writers including Unamuno, Baroja, Azorin, Cela, Delibes will be read and discussed
(b) Grammar. The different structures of the Spanish language will be explained and students will have adequate opportunities for practice. Special emphasis will be placed on aspects of the language normally found difficult by American students such as prepositions, tenses, subjunctive, etc.
(c) Oral and written composition
(d) Reading exercise for comprehension
(e) Correction and analysis of written composition

Spanish 301-311 (4) (4) (–)
Advanced Spanish
This includes the following:–
(a) Reading and comprehension. The class meets twice weekly to discuss texts taken from a wide range of Spanish authors. Students' spoken Spanish will be corrected. Students will additionally be given a written assignment each week.
(b) Language. This class meets twice a week to study the morphology and syntax of the Spanish language as well as versification.

(c) Textual commentary. The class meets twice weekly to study different types of text from the Golden Age to the present day. This will include poems, essays, novels, plays and newspaper articles as well as various examples of humorous writing.

Literature 303-313 (2) (2) (–)
Golden Age Literature of Spain
The course traces the different literary movements of this period and comments on the principal authors. The most important pages of their works will be studied and discussed in class.

Students are expected to read a minimum of three books per semester from a list which will be given them by their tutor. An outline of the course is as follows:–

The Renaissance – philosophy, literature, language. Lyric Poetry. Gil Vicente. Historians and Didactic writers. The Picaresque Novel. Philip II period – Fray Luis de Leon – Castillian poetry. Fernando de Herrera and the Seville Lyrical School. Ascetic poetry and mysticism. Classical and Religious Theater. The Baroque Period. Cervantes. Lope de Vega. Tirso de Molina. Gongora. Quevedo. Calderon.

Literature 305-315 (2) (2) (–)
Modern Spanish Literature
The course examines the main literary features of the 19th and 20th centuries in Spain. Students are expected to read a minimum of three books per semester from a list which will be given them by their tutor. Principal topics are:–

Spanish Romanticism and English influences. Espronceda. Romantic Drama. Novela Costumbrista. Realism and Pre-Realism. Valera. Pereda. Galdos, Naturalism, Symbolism and Parnassianism. The Generation of '98. Unamuno. Spanish Poetry 1900-1939. Lorca. Baroja and Valle Inclan. The modern Spanish novel. The modern theater.

Literature 307-317 (1) (1) (–)
Comparative Literature
This course will examine English and American influences on Spanish and Spanish-American literature from the 18th to the 20th century:–

(1) English Romantic influences on Spanish poets with particular reference to Byron and Espronceda.
(2) Dickens and Galdos.
(3) Influence of Henry James and Melville on Unamuno.
(4) Baroja and Hemingway.
(5) America in the poems of Lorca.
(6) Walt Whitman's influence on Leon Felipe.
(7) T. S. Eliot's influence on Cernuda.
(8) Keats' influence on Unamuno.
(9) Influence of Tennessee Williams and Arthur Miller on Spanish contemporary realistic theater.
(10) Relation of American literature to the Spanish-American contemporary novel.
(11) Spanish writers exiled in the U.S.A.

Students are expected to read the texts prescribed and to produce written papers as required.

Literature 309-319 (1) (1) (–)
Spanish American Literature
Spanish-American literature at the beginning of the 19th century. Neoclassical poetry. Special characteristics of South American romanticism. Principal currents of romantic prose. Realism and naturalism. Generation of 80 in Argentina. Modernism. Ruben Dario. Contemporary poetry. The Spanish-American novel – Asturias, Carpentier, Onetti, Sabato, Cortazar, Rulfo, Fuentes, Marquez, Llosa.

Politics 203-213 (2) (2) (–)
Spanish Political Institutions and Economic Structure
(1) *19th Century:* Transition from the old economic regime to the modern structure. Agriculture, industry and commerce. Social change. The economy. Political parties and political ideology. The monarchy and the republic.
(2) *20th Century:* Population, property, production and distribution. Political and economic repercussion of the "98" Spanish neutrality during the 1st World War. The post-war crisis 1919-1923. Primo de Rivera. The 2nd Republic and the Civil War. Origins of the present regime and its characteristics. Government and administration. The army and the navy. The Church and the State. Social Security.

Geography 103-113 (1) (1) (–)
Spanish Human Geography and Folklore.
Influences of the different Spanish climates and natural resources on her inhabitants. Regional customs, dress, food. Role of women and church in Spain. Spanish sports. Influence of tourism. Spanish dancing.

English 101-113 (2) (2) (–)
Writing and Criticism
English 301-311
This course is intended for students desiring training in the writing and appreciation of the English language. The course will meet three times weekly. It will emphasize the study of language and literature forms through critical reading and writing. There will be an introduction to research techniques and to the various forms of literature: short story, novel, drama and poetry. The course will be

105

given in English by a visiting English lecturer. Text material used will include both English and Spanish literature.
The course is given at both a freshman and a junior level.

Spanish 205-215 (1) (1) (–)
Independent Study Project
Spanish 303-313
This two semester course is offered to all students and will be supervised by the AIFS Resident Dean. Students may select topics from literature, fine arts, history or modern Spanish life to be researched and studied independently through field trips, interviews and reading. Before writing their dissertation, students are required to submit a 200 word synopsis of the intended work to the Resident Dean. Class work will consist of a weekly meeting with her during which progress will be discussed. Students will be encouraged to work together on group projects. A semester report in Spanish will be required from each student.

History 305-315 (2) (2) (–)
General History of Spain
The course traces the history of Spain from the first settlers to the present day with particular reference to: the Roman conquest, the barbarian invasions, the Visigoths and the Arabs; Christian Spain, the Reconquest and the Civil Wars of the 15th century; Catholic Kings, Spain in America, the War of Succession and the War of Independence; the constitution of 1843 and the Revolution of 1854; the Restoration; political social and economic problems 1900-1920; Primo de Rivera; the Second Republic and the Civil War; Spain since the Civil War.

Art 307-317 (2) (2) (–)
History of Spanish Art
Students will follow the developments in Spanish art from primitive times to the present day. Visigoth, romanesque, Gothic and Moslem art. Art in Spain under the Catholic Kings. Renaissance architecture. 16th century painting and sculpture. El Greco. Baroque art. Rivera. Velazquez. Neo-classicism. Goya. Romantic art. Impressionism. Picasso. Contemporary painting, architecture and sculpture. Popular art.

The following special AIFS seminars will be arranged if the demand is sufficient:

Music 205-215 (1) (1) (–)
Spanish Music
An examination of Spanish music down the ages, with particular regard to regional folk music and including inter alia:–Arabic and Byzantine influences. Origins of Flamenco music and dancing. Use of guitar, castanets and palms in Flamenco music. Music of Andalusia. Popular music of Castile and Leon. Traditional songs. Instruments.

106

Sociology 207-217 (1) (1) (–)
Social Problems of Modern Spain
The structure and evolution of Spanish society. Transition from an agricultural to an industrial society and related problems. The under-developed regions. Economic development. Population movement. Emigration. Effects of foreign tourism on Spanish society. Religious influences.

Education 309-319 (1) (1) (–)
Spanish Educational System
The structure of the Spanish educational system, its institutions and its position in the community. Primary, secondary and university education. Technical colleges. Teacher training. The sciences and the humanities in the urban scene. Modern language teaching. Career training.

Courses Available during the Spring Term or Quarter:

Spanish 121 (–) (–) (7)
Spanish Language
This course assumes two years of high school Spanish and will cover the following:
a) Reading, comprehension and dictation
b) Grammar exercises
c) Oral and written composition
d) Reading exercise for comprehension
e) Correction and analysis of written comprehension
f) Conversation

Spanish 221 (–) (–) (7)
Intermediate Spanish
The course assumes one year of College Spanish and will include the following:
a) Reading and comprehension. Texts from 20th century writers including Unamuno, Baroja, Azorin, Cela, Delibes will be read and discussed.
b) Grammar. The different structures of the Spanish language will be explained and students will have adequate opportunities for practice. Special emphasis will be placed on aspects of the language normally found difficult by American students such as prepositions, tenses, subjunctive etc.
c) Oral and written composition
d) Reading exercise for comprehension
e) Correction and analysis of written composition

History 121 (–) (–) (1)
European History; History of Spain
This course will trace the history of Spain from the 15th century until modern times.

Geography 121 (–) (–) (1)
Spanish Human Geography
Influences of the different Spanish climates and natural resources on her inhabitants. Regional customs, dress, food. Role of women and church in Spain. Spanish sports. Influence of tourism. Spanish dancing.

Art 121 (–) (–) (1)
Spanish Art and Architecture

A survey course of Spanish Art and Architecture from the 15th century to the 19th century.

Curso de Filologia Hispanica

Spanish 321 (–) (–) (3)
Advanced Spanish Language

An advanced level Spanish course including composition, dictation, translation and style, and history of the Spanish language. Also includes reference to the Basque Language and Hispanic Romance languages in general.

Literature 321 (–) (–) (2)
Golden Age of Spanish Literature

Literature 323 (–) (–) (2)
Modern Spanish Literature

History 321 (–) (–) (1)
History of Spain in 16th & 17th centuries

History 323 (–) (–) (1)
History of Spain in 19th & 20th centuries including contemporary thought

Geography 321 (–) (–) (1)
Geography and Ethnography of Spain

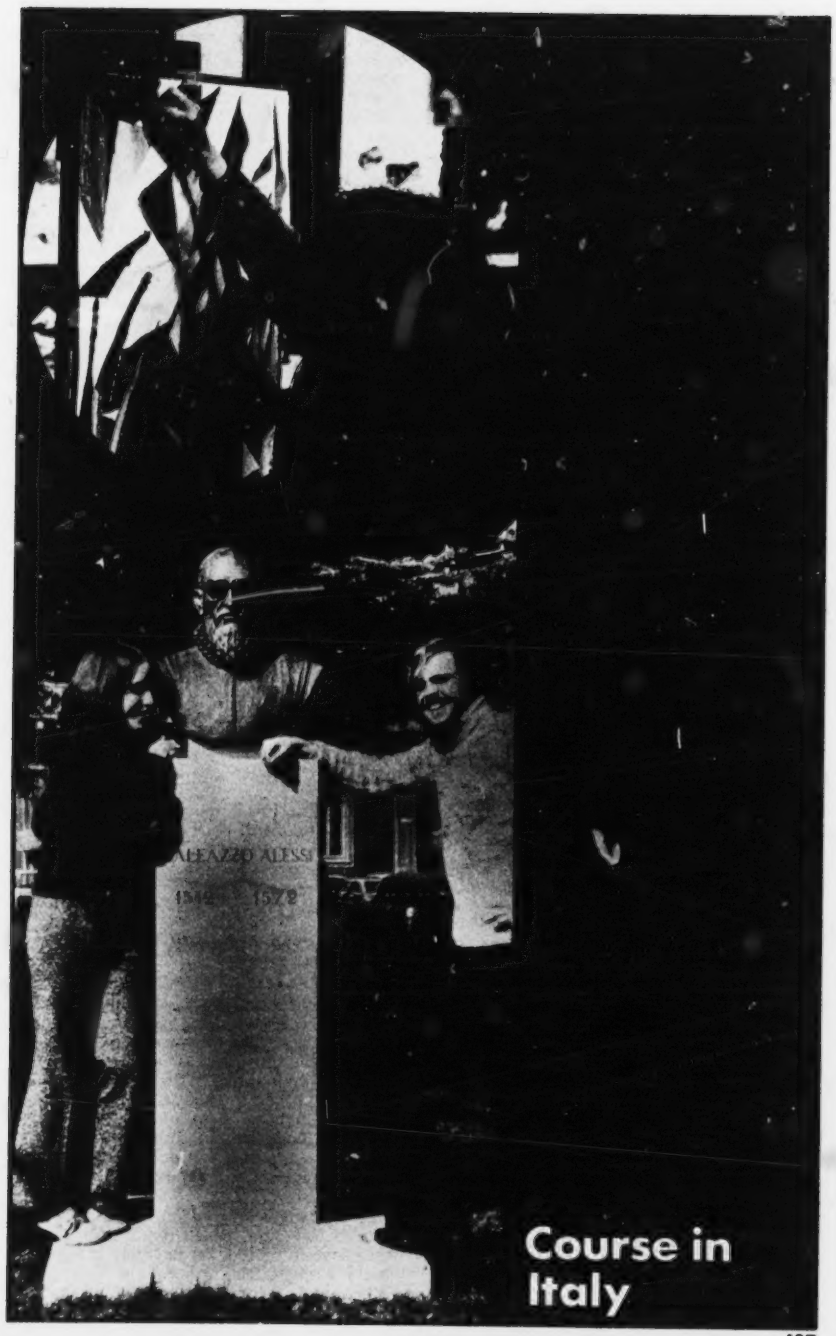
Suggested Hour Loads

Students should enroll for at least 10 hours of courses in each quarter. The choice of courses will depend on the proficiency of each student and to some extent also on the timetable.

Examinations and Certificates

Students will be examined at the end of each quarter. All students will be given a transcript covering the courses taken by the student, the progress made and examination results. These transcripts should be submitted when applying for transfer credit.

The final examination of the Curso de Filologia Hispanica consists of written papers on three only of Spanish language, history of language, literature, art or history and an oral examination on the other subjects of the course. Students will be awarded either the title of "Diplomado en Filologia Hispanica" (outstanding performance), diploma with mention "Notable" (Grade B) or "Aprobado" (Grade C). Students who do not take the examination or who fail it will be awarded a certificate of attendance.

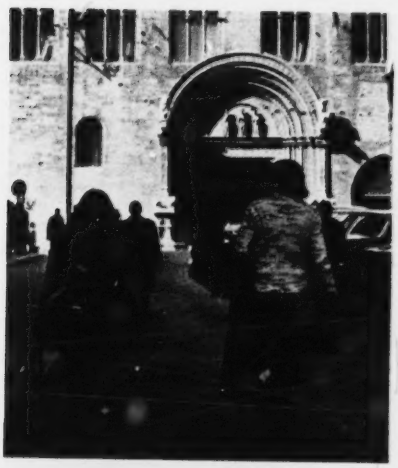


107

Italian University for Foreigners

AND PIETRO VANNUCCI ART ACADEMY, PERUGIA, ITALY

Fine Arts, Liberal Arts and Italian Language, for Freshmen, Sophomores and Juniors



"I found the Italians to be one of the most generous and hospitable people in all of Europe. Their attitude towards American students inspires one to study their language perhaps even more dilligently than previously planned. One desires the knowledge to be able to communicate with such wonderful people.

One can walk the ancient streets of Perugia and feel just like one of its residents and become involved in the city's history.

Italy and the Italians have been so generous as to give me a terrific impression of a culture descended from Rome. I'm going to make it my business to return to Italy soon and become more involved in the country, people and the culture in general.

Time stands still here in Perugia, but every moment is a living experience that blossoms tremendously."

Location

Situated on a group of hills overlooking the Tiber Valley, the enchanting city of Perugia is a delight to the eye. Being principally a university town, its beautiful streets and buildings are free of the thousands of tourists who crowd Florence and Rome. However, it is within a few hours of both these cities as well as many other famous centers of Italian culture. In addition to the beauty of its location, Perugia has a pleasant climate. It is situated one thousand five hundred feet above sea level.

The history of Perugia dates back to the time of the Etruscans, who civilized the area long before the Romans. The Etruscan civilization did much to influence the formation of the Romans, especially in the areas of architecture and sculpture. Among the Etruscan remains in Perugia is a beautiful arch bearing the inscription "August Perusia", dating from the rebuilding of the city after its sack in 40 B.C. by the Roman legionaries under Octavian, the nephew of Julius Caesar.

Close to Perugia is Lake Trasimeno, scene of the famous battle between Hannibal and the Romans. Also within easy reach are Assisi, cradle of the Franciscan order; Gubbio, with its rich store of Roman and medieval architecture; Spoleto, home of the Festival of Two Worlds; and Todi, with its three encircling walls.

Among the beautiful buildings of Perugia are the 13th century cathedral and palace, both of which contain works by the 15th century painter Pietro Vannucci, who lived in Perugia and was nicknamed Perugino. The narrow streets of the upper city retain much of their medieval character and charm.

Perugia today has a population of over one hundred thousand people. A busy market town, its famous products include chocolate (the well known "baci") and Luisa Spagnoli's angora sweaters. The town has numerous cinemas and theaters and many fine stores.

History of the University

The Italian University for Foreigners, Perugia, is famous throughout the world as a center of learning. Nearly seventy-five thousand students from 140 different nations have attended the university since it was founded in 1921. The purpose of the university is ". . . to spread abroad the knowledge of Italy in all its manifestations, past and present, including language, literature, the fine arts (painting, sculpture, and architecture), music, history, customs and thought."

The university is housed in the beautiful Palazzo Gallenga, which dates from the Renaissance period. Its facilities include a library with 40,000 volumes in Italian, French and German and a student club where dances and concerts take place.

The Pietro Vannucci Art Academy was founded in 1546 and was named after the Perugia painter of the same name. It occupies a splendid Renaissance building, equipped with every studio facility.

In addition to the University for Foreigners and the Pietro Vannucci Art Academy, Perugia is the home of a State University for Italian students. The history of this university goes back to the 13th century. Over 10,000 Italian students attend the university's 12 faculties (Letters and Philosophy; Modern Languages and Literature, Education, Law, Economic and Commercial Sciences, Political Science, Mathematics and Natural Sciences, Engineering, Medicine, Pharmacy, Veterinary Science and Agriculture.) AIFS students therefore encounter Italian students in every aspect of their daily lives in Perugia: in their families, sports, clubs, and extracurricular activities. Students with a good knowledge of Italian may also arrange to audit courses at any of the faculties of the State University.

Housing
The students stay with Italian families or in small family style pensiones where they will enjoy the company of groups of Italian university students who also live in these pensiones. These accommodation arrangements have proved most satisfactory to AIFS students in recent years and many warm friendships have been made with the people of Perugia.
Arrangements can be made for girls to be housed in a university residence if they wish. The residence is run by a religious order but there is no interference in any way with the personal beliefs of students.

Extra-curricular Activities:
Although neither the University for Foreigners not the State University of Perugia sponsor the type of extra-curricular program that students find at an American University, AIFS students in Perugia are welcome to join and participate in any activity (sports, cultural, artistic) organized by the students of either university.

The city of Perugia is well equipped with possibilities for sports and recreation. Students may become members of the local Tennis Club (two covered courts for winter tennis); Indoor Swimming Pool (one of the most modern in Europe); Judo Club; Fencing Club; Basketball and Volleyball Clubs (all located in a new gymnasium finished in 1972); Ski and Mountain Club (there is a plastic practice slope in the outskirts of Perugia). In the winter weekly ski trips are taken by the Ski Club to nearby snow resorts and the charge for participation is minimum. (Students may rent equipment).

Interested and talented students may audition to join a local folk chorus which is very famous and travels around Italy during the winter giving concerts in major cities.

Perugia has excellent concerts and music performances. Students may attend concerts (at least one a week) at reduced prices (less than a dollar). Such great artists as Rubenstein, Serkin, I Musici, Gazzeloni, etc. come regularly to Perugia for concerts.

Contact with the Italian Population:

One of the unique aspects of the AIFS Perugia program is that the students are fully integrated into the life of the Peruginians. By living in the family-pensions students become part of every day life in Perugia and they also share their daily experiences with their Italian counterparts (University students who also live in the same homes). In all of their extra-curricular activities AIFS students meet both Italian University students and other members of the local population. In addition, at the University for Foreigners AIFS students share classes and classrooms with students from about 100 different countries.

Members of the Faculty Lecturing to AIFS Students

Prof. C. B. Moretti
Elementary Italian

Prof. A. Mazzetti
Elementary Italian

Prof. Francini
Elementary Italian

Prof. Minciarelli
Elementary Italian

Prof. E. Amorini
Intermediate Italian

Prof. A. Biselli
Modern Literature

Prof. O. Prosciutti-Dante
Italian Literature

Prof. R. Ruletti
Advanced Italian Literature

Prof. M. Grego
Italian History, Philosophy

Prof. P. Scarpellini
Art History

Prof. I. Baldelli
History of Language

Prof. G. B. De Sanctis
History of Theater

Prof. M. Dalla Palma
Art History

Prof. A. Russi
Literature Seminar

Prof. F. Prosperi
Painting and Art Techniques

Prof. A. Giovagnoni
Theater, Sculpture

Prof. G. Pelliccia
Sculpture, Jewelry

Prof. E. Fabbricotti
Archaeology

Prof. G. Orvieto
History

Prof. M. Paolini
Montessori education

Mrs. C. Hila
AIFS Resident Director

Courses of Instruction:
The Perugia program is designed to meet the needs of students wishing to concentrate their studies in the fine arts or in Italian studies or in Liberal Arts with an emphasis on Italy.

NO PREVIOUS KNOWLEDGE OF ITALIAN IS NECESSARY for students to enroll in the Perugia program. Students with previous knowledge of Italian may enroll directly in courses taught in Italian while those with no previous knowledge may either concentrate on the Fine Arts courses offered in English together with the studio arts courses and the special AIFS liberal arts courses in English or they may enroll in a beginning Italian class which will quickly give them enough knowledge of Italian to attend lectures in Italian during the second and third terms.

Art Students wishing to dedicate *most* of their time to studio art courses will attend both the weekly special studio painting and sculpture classes organized by AIFS and daily studio classes at the Pietro Vannucci Art Academy. Since the classes at the Pietro Vannucci Art Academy do not begin until November 1, studio art students are encouraged to attend an intensive beginning Italian class from October 1 to November 1 in order to give them the basic knowledge needed to understand better the simple Italian used by the professors of the Art Academy. There are no formal lectures in the classes at the Art Academy. Students work individually and the Italian speaking professors are available for help and comments.

The academic year of the Italian University for Foreigners and the AIFS Perugia program is organized on a three term basis with each term lasting approximately 10 weeks. The credit hours for each course indicated in parentheses are equal to American SEMESTER credit hours based on 1 credit for a minimum of 15 classroom hours plus home study or the total equivalent in independent research and tutorials.

The following are courses available to AIFS students. Courses marked with an asterisk* are specially arranged for AIFS students and in the case of insufficient enrollment, AIFS reserves the right to offer the course on a reduced basis or delete it from the program.

STUDIO ART COURSES

The following courses are offered all three terms. Students may begin any one of these courses in any of the three terms. The courses held at the Pietro Vannucci Art Academy begin on November 1. During the preceding month students may concentrate their time on the other studio courses or take the beginning or intermediate Italian language courses for one month only. Credit will be given for the one month Italian courses. Note:–Students wishing to take a full term of Italian language courses *plus more than 3 hours at the Art Academy may encounter scheduling problems.*

***Art 202–212–222 (3) (3) (3)**
Drawing and Painting
This course will be held in a private studio for AIFS students. Instruction will be given in figure drawing, water colors, oils, landscape, etc. Students of all levels may attend this course and work at their individual pace. When weather permits, class will be held out of doors for practice in sketching and painting the fascinating street-scapes of Perugia. Prof. F. Prosperi.

***Art 203–211–223 (3) (3) (3)**
Sculpture Studio
Instruction in a private studio for AIFS students. Practical work in clay, stucco, stone, wood and ceramic. Course concentrates on classical sculpturing techniques as a basis for gradually working up to modern experiments. Students of all levels may enroll in this class. Prof. A. Giovagnoni, Prof. A. Ranocchia and G. Pelliccia.

Art 322–332–342 (2-6) (2-6) (2-6)
Life Drawing and Painting
Course held at Pietro Vannucci Art Academy. Practice in drawing and painting of the nude. Open to students of all levels. Prof. Maribelli.

Art 323–333–343 (2) (2) (2)
Still Life Painting
Held at Pietro Vannucci Art Academy – drawing and painting of still life compositions. Open to students of all levels.

Art 324–334–344 (2) (2) (2)
Landscape Painting
Held at Pietro Vannucci Art Academy – drawing and painting of various types of landscapes. Open to students of intermediate and advanced levels.

Art 325–335–345 (2) (2) (2)
Decoration and Design
Held at Pietro Vannucci Art Academy – Practice in pictorial techniques of decoration, design and abstracts. Prof. Raponi.

Art 326–336–346 (1-3) (1-3)
Restoration
Introduction to techniques of restoring paintings and other works of art. Held at Pietro Vannucci Art Academy – open to students of intermediate and advanced levels.

Art 350–351–352 (2-6) (2-6) (2-6)
Life Sculpture
Held at Pietro Vannucci Art Academy. Sculpture in clay, plaster and stone of nude. Open to students of all levels. Prof. R. Mancini.

Art 360–361–362 (2) (2) (2)
Metal, Ceramic and Plaster Sculpture
Studio course at Pietro Vannucci Art Academy. Open to students of all levels. Prof. Dragoni.

Art 370–371–372 (2 or 4) (2 or 4) (2 or 4)
Marble and Stone Sculpture
Studio course at Pietro Vannucci Art Academy – work in different types of stone and marble – open to all levels. Prof. A. Giovagnoni.

Art 380–381–382 (2 or 3) (2 or 3) (2 or 3)
Graphics
Studio course in engraving techniques and printing at Pietro Vannucci Art Academy – suitable for beginning and intermediate levels. Prof. Donati.

N.B. Other studio courses will be offered during the winter term only. See courses listed under WINTER TERM.

FALL TERM:

The following courses will be available to AIFS students during the fall term (October 1 to December 22), in addition to the studio art courses listed above.

***ART HISTORY COURSES IN ENGLISH**

***Art 201 (3)**
Italian Artists – Their Contribution to European Art
This course will trace the main trends in Italian painting, sculpture and architecture from the early Christians to the early renaissance with reference to the influence of Italian art in the rest of Europe.

The course will consist of 3 lectures per week plus weekly field trips to cities containing art treasures of the periods being studied. The course is planned in such a way as to be useful both to beginners and to students who have already had an introduction to art history since much special work is done on Italian artists. Art 210 and 220 offered in the Winter and Spring Terms will continue the chronological development of Italian art. Students will be required to do a maximum of direct observation of the original masterpieces and writing of original criticism with a minimum of required textbook reading. Prof. M. Dalla Palma.

***Art 301 (2)**
The Etruscans – Their Mysterious Civilization
Study of ancient etruscan art with visits to important etruscan archaeological sites. Prof. E. Fabbricotti.

***Art 310 (2)**
Masters and Masterpieces in Umbria
A study of major artistic and architectural monuments in Umbria (the region of Perugia). Special monographic studies of Perugino, Pinturicchio, and Raphael plus other Umbrian artists. Extensive field trips to study the masterpieces, first hand. Prof. M. Dalla Palma and P. Scarpellini.

***Art 320 (2)**
Independent Work in Art History
Students will select one Italian artist to be studied in depth. Weekly meetings with tutor and major paper to be submitted. Prof. M. Dalla Palma and Prof. E. Fabbricotti.

Art History Courses in Italian – see description under Courses in Italian
Art 308, 309, 410

LIBERAL ARTS COURSES TAUGHT FOR AIFS STUDENTS IN ENGLISH

***Humanities 201 (2)**
Great Literary Figures in Italy
A special seminar course on selected readings from "the greats" of mediaeval and modern Italian literature. This course will be given in English by a visiting Italian scholar, Prof. A. Russi from the University of Pisa. Prof. Russi, a leading literary critic, has been a visiting professor in the United States at Princeton. During the fall term the first seminar each week will be dedicated to a study of Dante's Divine Comedy; the second seminar will be dedicated to: Manzoni ("The betrothed"), Svevo ("The Confessions of Zeno"), Lampadusa ("The Leopard") and selected poetry and short stories.

***Sociology/Political Science 200 (2)**
Current Italian Problems
A series of lectures, discussions and required essays on current political, social and economic problems of Italy. Topics such as the health reform, Economic crisis, industrialization of depressed areas, Mediterranean foreign policy etc. will be discussed by visiting lecturers.

***History 310** **(2)**
The Italian Peninsula – Moving Towards Free States
Italy and the Germanic invasions. Italy and the Eastern Empire. Italy and the Holy Roman Empire. The Commune and its evolution. The Signoria, The Pope and the Emperor. Prof. G. Orvieto.

***History 320** **(2)**
The History of Rome, The City
The City of Rome in the ancient Republican period, in the Imperial period. The fall of Rome, the Invasions. Rome the Papal State – Rome and the Risorgimento. Rome the capital of unified Italy. Rome and Mussolini. Rome today.

INDEPENDENT TUTORIALS AND PROJECTS IN ENGLISH

***Sociology 101** **(2)**
Indspendent Study Project
Students will select topics of modern Italian life to be researched and studied independently through interview and field trips. Weekly meetings with tutor and a major written report. Professors to be chosen among those of the Liberal Arts faculty or the Resident Director.

***Art/Sociology 250** **(2)**
The Survival of Crafts in Italy
A study of problems and techniques of Arts and Crafts in the region. Their problems of survival and their social-historical value. Art students will concentrate on learning the techniques of local crafts directly from local craftsmen. Crafts represented are: ceramics, textile weaving, metal work, lace making. Projects will be directed by Dr. Caldarelli and Resident Director.

***Art 320** **(2)**
Independent Work in Art History
Students will select one Italian artist to be studied in depth. A major paper will be submitted. Prof. M. Dalla Palma.

***Music 320** **(2-3)**
Music Criticism – The Art of Listening
This project consists of attendance at weekly concerts and short critical papers on each concert. Students will meet weekly with professor to discuss papers. Perugia has one of the greatest concert series in the world and the best chamber orchestras and soloists of the world perform here. These are the concerts that will be attended for this course. Prof. Sulpizi.

***Drama 201** **(2)**
"Popular" Theater – Technology and Problems
Study and production of Italian folk and dialect plays. Weekly work with a local theater group. Practice in stage managing and directing. Students will become member-participants of a local theater group which specializes in the production of dialect plays (historical and contemporary). Students will be able to develop their skills in stage management, stage design, costume design, troupe organizing, advertizing etc. Prof. Giovagnoni.

***English 101** **(2 or 3)**
Writing
Students needing a freshman English course may take take this course which consists of individual writing exercises and tutoring sessions. Prof. A. Russi.

***Education 301** **(2)**
The Montessori "Idea" and Progressive Education
A special study of the life and works of Maria Montessori, observation of Montessori techniques in action and the training of Montessori teachers at the International Montessori Center (the Original Montessori training center run for many years by Maria Montessori) – The contribution of Montessori psychology to modern educational methods. Students will conduct a research project under the guidance of Montessori professors. Books in English are available at the Center. A major paper will be required and a certain number of hours will be spent in observation at the school. Prof. M. Paolini (Director of International Montessori Center).

LANGUAGE AND LIBERAL ARTS COURSES TAUGHT IN ITALIAN

Italian 101 **(10)**
Elementary Italian
This course will be given for 20 hours weekly and provides a rapid and thorough introduction to Italian. The professors use the famous Guarnieri direct method. Prof. Moretti, Prof. Mazzetti, Prof. Di Giacomo.

Italian 101 A **(4)**
Elementary Italian – One Month Course
This course meets for 20 hours per week for *one month* only – it is designed for those students of Art or Liberal Arts who wish to acquire only a basic knowledge of Italian and who wish to have more time for practical studio courses or special Liberal Arts courses in the fall term. Prof. F. Minciarelli.

Students with at least two years of Italian should take some or all of the following courses:

Italian 201 **(6)**
Intermediate Italian Grammar
A course given two hours daily and designed to help students master Italian grammar, conversation and writing style. Prof. E. Amorini.

Literature 202 **(3)**
The Development of Italian Literary Styles
A survey course given five hours a week to introduce students to the major periods and authors of Italian literature from 1200 to 1900. Prof. O. Prosciutti.

Literature 203 **(3)**
Modern Italian Authors
This course studies the writings of the main nineteenth and twentieth century Italian authors and relates their work to the problems of contemporary Italy. Prof. A. Biselli.

History 204 **(2)**
Italy from the Germanic Invasions to the 2nd World War
A survey of Italian history from the fall of the Roman Empire to the 20th century. Prof. M. Greco.

Italian 205 **(2)**
Commercial Correspondence and Practice
Practice in writing business letters and other business practices peculiar to the Italian language. Prof. G. Lorenzini.

Italian 206 **(1)**
Phonetics
Special practice in Italian pronunciation and phonetics. Prof. P. DeVecchi.

Advanced students of Italian should choose from the following courses:

Italian 301 **(1)**
Development of the Italian Language in 18th-20th centuries (Philology)
French culture and language in Italy in the 18th Century, Neo-classicism and purism. Classical language and Romantic language. Leopardi and Manzoni. Linguistic Consequences of the unification of Italy. Contemporary language. Prof. I. Baldelli.

Italian 302 **(1)**
Syntax
Grammar and translation practice from texts by various authors. This course will meet for 2 hours per week. Prof. E. Amorini.

Literature 303 **(8)**
From the Enlightenment to the World Wars in Italian Literature
Thirteen class hours per week–two are dedicated to contemporary literature studies. The Enlightenment and the literature of the eighteenth century: Alfieri. Prose writers of the Enlightenment. The Neoclassic writers. Monti. The nineteenth century. The Romantic age. Foscolo; Leopardi, Manzoni. From Berchet to the second Romantic period. The historical novel: Nievo. Realism and the work of Verga. Carducci. Aspects of decadence: Pascoli, D'Annuzio. Fogazzaro. Literary criticism from Foscolo to DeSanctis. Croce. What the 19th century left us and some aspects of the new century. Special study of Moravia's early works.

Literature 304 **(2)**
The Divine Comedy
Reading and comments on "Purgatory"–Prof. O. Prosciutti

Philosophy 305 **(1)**
Philosophers in Italy from the Enlightenment to Today
Vico and the Italian Enlightenment. Spiritualism. Galluppi, Rosmini, Gioberti and Mazzini. Positivism: Arvigo'. Neo-Idealism: Croce and Gentile; Problems of the 20th century.

History 306 **(3)**
The March Towards One Italy–The Risorgimento
Five hours per week. Italy and the wars of succession. Reforms in Italy. Italy during the Napoleonic revolution. The Restoration. Fifteen years of development. Mazzini and Gioberti. The years 1848-49. The decade of preparation. Cavour. The resorgimento and unification Italy up to the second world war. Prof. M. Grego.

Italian 307 **(1)**
Italian Pronunciation
Practical work in pronunciation. Prof. P. DeVecchi.

Art 308 **(5)**
Art in Italy from the 17th Century to Today
A close study of seventeenth, eighteenth, nineteenth and twentieth century Italian art. Six hours of class lecture plus visits to nearby cities and monuments. Prof. P. Scarpellini.

Art 309 **(1)**
Techniques of Art History
Discussion of artistic terminology and techniques. Prof. F. Prosperi.

Art 410
Umbrian Painters
Painters in the umbrian area in the 16th and 17th centuries. Prof. P. Scarpellini.

Sociology 210 **(1)**
The Regions of Italy
Study of geography and social traditions and problems of the various regions of Italy. Prof. O. Prosciutti.

Music 311 **(1)**
Italian Music from Verdi to Electronics
The eighteenth century: L. Cherubini and G. Spontini. G. Rossini. V. Bellini. G. Donizetti. G. Verdi. The followers of Verdi–I. Pizzetti and G. F. Malipiero–L. Dallapiccola and G. Petrassi. Instrumental music: N. Paganini, G. Martucci, F. Busoni, M. E. Bossi, O. Respighi, G. Salviucci, A. Casella etc. Religious music.

115

Experimental music–The teaching of music in Italy–Musicology. Music criticism and musical life in Italy.

Drama 312 (2)
The Theater in Italy–18th, 19th and 20th Centuries
Classicism and pre-Romanticies. Alfieri, Foscolo. Romanticism and realism: Manzoni, Niccolini, Verga, Praga, Di Giacomo. Musical Drama. New tendencies. D'Annunzio, Butti. The "grotesque". Pirandello, Betti, DeFilippo.–Prof. G. B. DeSanctis.

WINTER TERM:
The following courses will be available to AIFS students during the winter term (January 15 to March 15).

STUDIO ART COURSES
See description at the beginning of Perugia Program. The following courses will be offered in the winter term only.

Art 390 (2)
Ebony and Steel Jewelry
Private studio course in construction of jewelry in ebony, steel and stone. Prof. G. Pelliccia.

Art 395 (2)
Ceramics
Techniques of traditional ceramics–work at wheel–glazing–design. Courses to be held at large center of production of traditional hand-made ceramics. Students will be able to do their own work.

ART HISTORY COURSES IN ENGLISH

***Art 210** (3)
Renaissance Masters
A continuation of Art 201–course will meet 4 hours per week plus extensive field study–course may be taken separately. A study will be made of Italian Art from 1350 to 1500 covering Brunelleschi, Alberti Sangallo–Ghiberti, Donatello, Della Robbia, Verrocchio. Masaccio, Angelico, Piero della Frencesca, Boticelli, Perugino, Signorelli, Bellini Carpaccio.–Prof. M. Dalla Palma.

***Art 302** (2)
Greek Art–in Greece and Magna Grecia
A study of Greek art in Greece and its manifestations in the Italian peninsula. Visits to museums and an optional visit to Greece at termination of course. Prof. E. Fabbricotti.

***Art 312** (3)
Florence Through the Centuries
The development of Florentine art and its moments of glory. Study of Cimebue, Giotto, Ghiberti, Brunelleschi, Donatello, Masaccio, Leonardo Da Vinci and Michelangelo. Two guided visits to Florence. Prof. M. Dalla Palma.

***Art 330** (2)
Independent Work in Art History
See description in fall term. Art 320.

LIBERAL ARTS COURSES FOR AIFS STUDENTS IN ENGLISH

***Humanities 202** (2)
Great Literary Figures in Italy
A continuation of Humanities 201–may be taken separately. First seminar of each week will cover Boccacio's Decameron. Second seminar each week will cover: Verga, Pirandello, Moravia–Contemporary Poetry. Prof. A. Russi.

***Sociology/Political Science 210** (2)
Current Problems
A continuation of Soc/Pol. Sci. 200–may be taken separately. Discussion of: the "mezzogiorno"–Divorce and Church and State problems–The university reform etc. Visiting lecturers. Required essays.

***History 212** (2)
Italy and Her Lost Freedom
16th century: the struggle for supremacy. The crisis of Italian Liberty 17th century and the Spanish domination. The 18th century: the wars of succession. Reforms. Napoleon and Italy.

History 321 (2)
Florence–The Heart of Italian Culture
Florence and her dim origins–Florence the Commune–Florence and Dante–The Merchants. Wars and the Signoria. Florence and Siena. The Medicis. Florence and Savonarola. Florence and Humanism. Florence and the French, the Spanish. Florence and the unification of Italy. Florence today.

INDEPENDENT TUTORIALS AND PROJECTS IN ENGLISH

Sociology 102 (2)
Independent Study Project
A continuation of Sociology 101–may be taken separately.

Art/Sociology 251 (2)
The Survival of Crafts in Italy
A continuation of Art/Sociology 250–may be taken separately.

Art 330 (2)
Independent Work in Art History
Selection of one artist to be studied in depth.

Music 321 (2)
Music Criticism–The Art of Listening
Continuation of Music 201–may be taken separately.

Drama 202 (2)
"Popular" Theater–Techniques and Problems
Continuation of Drama 201–may be taken separately.

Education 302 (2)
The Montessori Idea and Progressive Education
Continuation of Education 301–may be taken separately.

English 102 (2)
Writing
Continuation of English 101–may be taken separately.

LANGUAGE AND LIBERAL ARTS COURSES TAUGHT IN ITALIAN

Italian 101 (8)
Elementary Italian
Same as Italian 101 in Fall term–held for 8 weeks.

Italian 101A (4)
Elementary Italian
Same as Italian 101A in Fall term.

Italian 102 (6)
Second Level Italian
This course is specially designed for those who took Italian 101 in the first term as a preparation for intermediate Italian in the third term. Classes will meet for 12 hours weekly. Prof. Mazzetti.

Italian 330 (6)
Advanced Italian Studies
Students who took the intermediate or advanced Italian courses in the first term will have a series of seminars and individual tutoring sessions covering topics of special interest in the literature, history, and art of mediaeval Italy. Students will be given individual research projects. Each student will be assigned to one of the university professors depending on the subject chosen for research.

History 112 (1)
Italy and the Communes
This course will cover mediaeval Italian history. It will meet twice a week and be given in elementary Italian. Prof. M. Grego.

Literature 103 (1)
Introduction to Modern Authors
This course will cover topics of interest from modern prose and poetry. Prof. A. Biselli.

SPRING TERM:

The following courses will be available to AIFS students during the Spring term (April 1 to June 26).

STUDIO ART COURSES:

See description of studio art courses at beginning of Perugia Program. All studio courses may be started at the beginning of any term.

ART HISTORY COURSES TAUGHT IN ENGLISH

***Art 220** (3)
High Renaissance, Baroque and Neo Classicism
A continuation of Art 201 and 210–may be taken separately.–A study of Leonardo Da Vinci, Michelangelo, Raphael, Bramante, Sangallo, Palladio, Bernini, Borromini, Caracci, Carvaggio. 18th and 19th century artists.

***Art 303** (3)
Roman Art and Archaeology
A close study of Roman sculpture, architecture and mosaics–Visits to museums and monuments and participation in digging at archaeological site in June. Prof. E. Fabbricotti.

***Art 313** (3)
Venice and Her Art
A special study of the Venetian school of art from Titian to Tiepolo and Canaletto. Accompanied visit to Venice. Prof. M. Dalla Palma.

***Art 310** (2)
Masters and Masterpieces in Umbria
A repetition of course offered in Fall term.

***Art 401** (2)
Michelangelo
A special seminar study in depth of the works and life of Michelangelo, taught in simple Italian. Prof. F. Prosperi.

LIBERAL ARTS COURSES TAUGHT IN ENGLISH FOR AIFS STUDENTS

***History 213** (2)
The Risorgimento and Unification of Italy
The years of development. Mazzini and Gioberti, Cavour. Unification. The kingdom of Italy. Italy and World War I–Fascism in Italy–World War II. Prof. G. Orvieto.

***Sociology/Political Science 210** (2)
Current Problems
A continuation of Fall and Winter terms–may be taken separately. Discussion of such current problems as: Problems of the Family. The Italian Woman and her social-economic role. Science in Italy. Political parties and their activities. The problem of saving Venice. Visiting lecturers. Required essays.

***History 314** (2)
Venice–The Jewel of Italy
The history of Venice from its origins during the Germanic invasions to today. The growth of the Venetian Republic. The "Doges". Genova and Venice. France and Venice. Austria takes over. Venice in the Unification of Italy. Venice in the wars. Venice today. Prof. M. Dalla Palma.

LIBERAL ARTS INDEPENDENT TUTORIALS AND PROJECTS

***Sociology 103** (2)
Independent Study Project
Continuation of Fall and Winter terms–may be taken separately.

Art/Sociology 252 (2)
The Survival of Crafts in Italy
Continuation of Art/Sociology 250, 251–may be taken separately.

***Art 340** (2)
Independent Work in Art History
Study of one Italian artist in depth.

***Music 322** (2-3)
Music Criticism–Learning to Listen
Continuation of Music 320, 321–may be taken separately.

***Drama 203** (2)
"Popular" Theater–Techniques and Problems
Continutation of Drama 201 and 202–may be taken separately.

***Education 303**
The Montessori Idea and Progressive Education
Continuation of Education 301 and 302–may be taken separately.

LANGUAGE AND LIBERAL ARTS COURSES TAUGHT IN ITALIAN

Italian 101 (10)
Elementary Italian
Same as Italian 101 in Fall term.

Italian 101A (4)
Elementary Italian
Same as Italian 101A in Fall term.

Italian 201 (6)
Intermediate Italian Grammar
Same as Italian 201 Fall term.

Literature 202 (3)
The Development of Italian Literary Styles
Same as Fall term.

Literature 203 (3)
Modern Italian Authors
Same as Fall term.

History 204 (2)
Italy from the Germanic Invasions to the Second World War
Same as Fall term.

Italian 205 (2)
Commercial Correspondence and Practice
Same as Fall term.

Italian 206 (1)
Phonetics
Same as Fall term.

Advanced students of Italian should choose from the following courses. Please note that these are NOT a repetition of the courses offered for advanced students in the Fall term. The historical period covered in each course is different from that covered in the Fall. In this term all courses concentrate on the Renaissance period.

Italian 321 (1)
Development of the Italian Language in 15th, 16th and 17th centuries (Philology)
Latin and the vernacular in the fifteenth century. The question of language. The language of the Italian Renaissance in Europe in the sixteenth and seventeenth centuries. The Italian language in philosophy and science. The Spanish element. The dictionary of the Crusca. The language of the seventeenth century. Prof. Ignazio Baldelli.

Italian 322 (1)
Syntax
Practice in translation and writing. Prof. E. Amorini.

Literature 323 (8)
From Humanism to Melodrama in Italian Literature
Thirteen hours per week–two hours dedicated to contemporary literature. Humanism and the Renaissance. Poetry and prose of the fifteenth century: Poliziano, Lorenzo the Magnificent, Pulci, Boiardo, L. B. Alberti and Leonardo da Vinci. The sixteenth century: Ariosto, Machiavelli, Guicciardini, Aretino. Tasso, the minor lyrical poets and other writers of prose and poetry. The seventeenth century: Baroque literature, Marino, Redi, Tassoni. Galileo and scientific prose. Vico. Arcadian literature. Problems of the eighteenth century. Metastasio, Goldoni, Parini. A special study of the "Twilight Poets". Prof. R. Puletti.

Literature 324 (2)
The Divine Comedy
Readings and comments on "Il Paradiso" of Dante's Divine Comedy. Prof. O. Prosciutti.

Philosophy 325 (1)
Philosophy in Italy–from Humanism to the Enlightenment
Philosophic thought in humanism, The

Renaissance. Telesio, Bruno, Campanella, Galileo. Prof. M. Grego.

History 326 (3)
Italy from Free States to Foreign Domination
History of the 15th, 16th and 17th centuries: the struggle for supremacy equilibrium; crisis of Italian liberty, Spanish domination. Prof. M. Grego.

Italian 327 (1)
Italian Pronunciation
Practical work in pronunciation. Prof. P. DeVecchi.

Art 328 (5)
Art's Greatest Moment–The Renaissance
A close study of art in Italy in the 15th and 16th centuries Italian renaissance inclusive. Six hours of class work and visits to museums and nearby cities. Prof. P. Scarpellini.

Art 329 (2)
Techniques of Art History
Art terminology and criticism in the Renaissance period. Prof. F. Prosperi.

Art 411 (2)
Umbrian Painters
Painters in Umbria during the Renaissance. Prof. P. Scarpellini.

Sociology 210 (1)
The Regions of Italy
Same as Fall term.

Music 331 (2)
Italian Music from the Beginnings to the Seventeenth Century
Serious-and comic opera: theorists, librettists, A. Scarlatti. Italian opera in France: N. Piccinni, A. Salieri.–The intermezzo and comic opera: F. Gasparini. A. Scarlatti, Pergolesi. Chamber arias and duets. The cantata and the popular hymn–Religious music. Instrumental music and its different forms. A. Vivaldi, Boccherini, etc. Prof. Fernando Sulpizi.

Drama 332 (2)
Italy's Theater
Renaissance theater; pastoral drama, tragedy, comedy. Ariosto, Machiavelli, Aretino, Gianotti, Grazzini, Bruno, Tasso, etc. The "Cavaiola"; the "Venexiana", "Commedia dell'Arte": The Reform, Goldoni: the Melodrama, Mettestasio. Prof. G. B. DeSanctis.

PHYSICAL EDUCATION COURSES:

Students may take the following courses in any one or all of the three terms:

Physical Education 101 (1)
Fencing
2 hours a week of lessons at beginning, intermediate or advanced level.

Physical Education 102 (1)
Judo
2 hours per week of lessons–beginning, intermediate or advanced.

Physical Education 103 (1)
Swimming
2 hours per week of lessons–beginning; intermediate.

Physical Education 104 (1)
Gymnastics
2 hours per week of lessons–beginning and intermediate.

(for the above courses the students must pay a slight charge for pool or gymnasium entrance and equipment)

Home Economics 101 (1)
Cooking
During the term in which at least 8 students are interested a course in Italian cooking will be held for 2 hours per week.

SUGGESTED HOUR LOADS

All students should take a minimum of 12 hours in each term. A sample choice for a freshman student would be as follows:

FALL TERM:

Italian 101 (10)
Elementary Italian
Art 201 (3)
Italian Artists
Humanities 201 (2)
Great Literary Figures

WINTER TERM:

Art 210 (3)
Renaissance Masters
History 321 (2)
Florence
Humanities 202 (2)
Great Literary Figures
Music 321 (2)
Music Criticism
Art 202 (3)
Painting

SPRING TERM:

Art 220 (3)
High Renaissance & Baroque
Art 303 (3)
Roman Art and Archaeology
History 314 (2)
Venice
Education 303 (2)
The Montessori Idea
Italian 201 (6)
Intermediate Grammar

A sample choice for a Junior Year Fine Arts major would be:

FALL TERM

Italian 101A Elementary Italian	(4)
Art 203 Sculpture	(3)
Art 350 Life Sculpture	(3)
Art 301 Etruscan Art	(2)
Art 310 Masters and Masterpieces in Umbria	(2)

WINTER TERM

Art 322 Life Drawing and Painting	(3)
Art 370 Marble and Stone Sculpture	(2)
Art 390 Jewelry	(2)
Art 302 Greek Art	(2)
Art 312 Florence Through the Centuries	(3)
History 321 Florence the Heart of Italian Culture	(2)

SPRING TERM

Art 332 Life Drawing and Painting	(3)
Art 334 Still Life Painting	(2)
Art 382 Graphics	(3)
Art 303 Roman Art	(3)
Art 313 Venice and her Art	(3)
History 314 Venice	(2)

CREDIT TRANSFER

Students must make arrangements for transfer of credit towards U.S. undergraduate degrees *before* departure from the United States. AIFS will help in every possible way in this matter by supplying transcripts, and course catalogues, but it should be stressed that the decision to grant credit rests in all cases with the American College or University since none of the academic institutions in Perugia work on the credit system.

TRANSCRIPTS, CERTIFICATES AND EXAMINATIONS

Transcripts
All students receive official transcripts for all courses detailing their work.

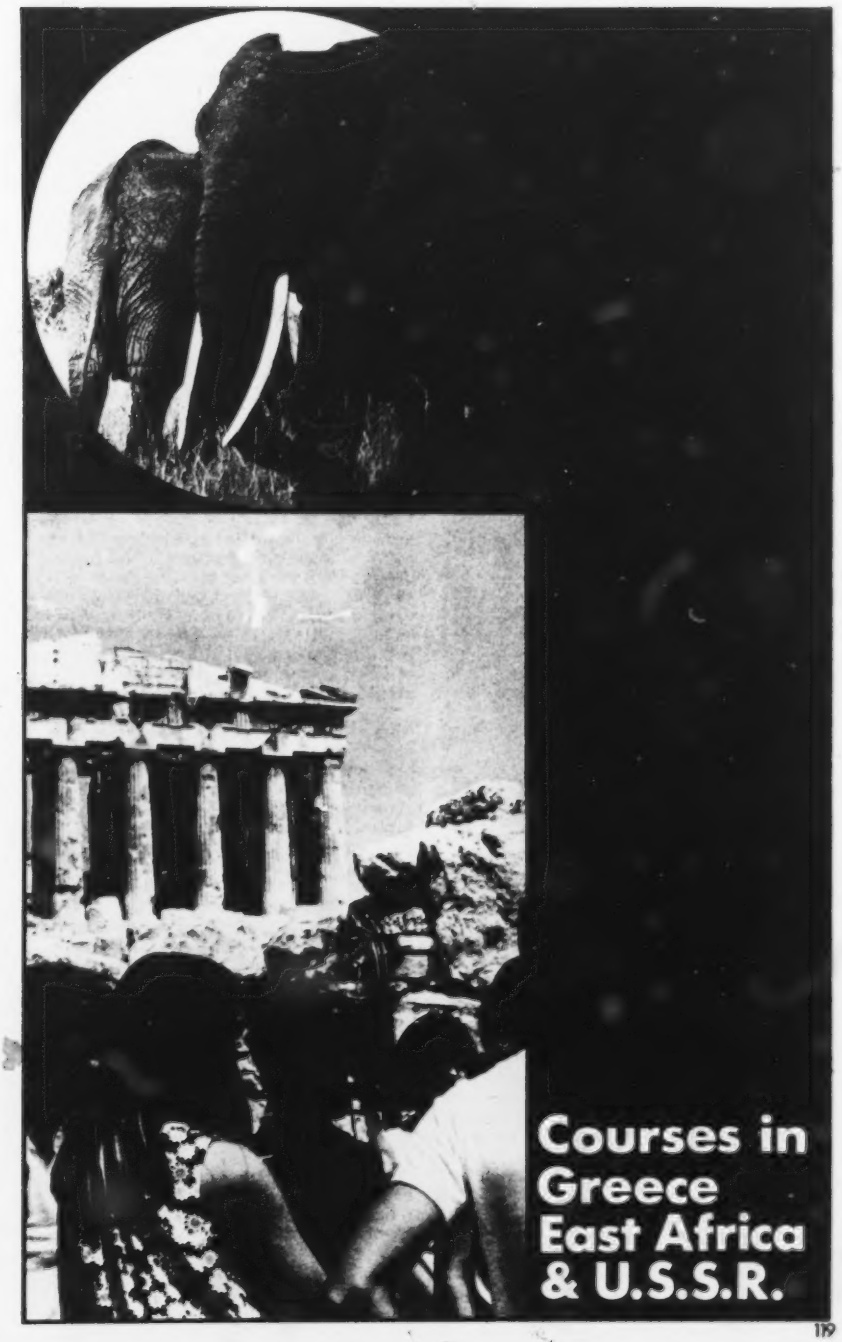
Examinations and Certificates
Students will be examined on their progress at the end of each semester. Depending on the examination taken and the proficiency shown, they will be eligible to receive one or more of the following university diplomas:

1. Certificate of Elementary Knowledge of Italian
The examination consists of a three hour written test, including composition, grammar, dictation, and an oral test on subjects dealt with during the course.

2. Certificate of Proficiency in Italian
The examination consists of a written composition in Italian, a passage of translation from English into Italian, and an oral test.

3. Diploma in Italian
This diploma qualifies students to teach Italian abroad. The examination includes tests in literature, history, art and philosophy.

Students enrolling in courses given by the Pietro Vannucci Art Academy will receive certificates from the Academy attesting their work.


Courses in
Greece
East Africa
& U.S.S.R.

College Year In Athens

ATHENS, GREECE

Classical History, Drama, Literature and Philosophy, Archaeology, Fine Arts, Ancient and Modern Greek, Latin

For Graduates, Seniors and Juniors only.

Location

Athens is a beautiful Mediterranean city with a thrilling combination of old and new. The ancient Acropolis dominates the city with its mystery and grandeur but the broad arenas and squares of modern Athens are equally appealing.

Built on the site of Ancient Athens, the birthplace of democracy, the modern city evokes memories of its past at every corner. The Acropolis is built on a craggy precipitous rock of limestone rising 1000 feet from the surrounding plain. It dominates the city and in its immediate surroundings can be seen the theater of Dionysos; the theater of Herodus Atticus, the Agora and many other classical sites.

Modern Athens is a bustling active city of nearly three million people. Besides being a great center of commerce, with its adjacent port of Piraeus, it has many cultural activities including a great University and many theaters, cinemas and concert halls. The Acropolis museum and the National Archaeological Museums cover every period of Greek civilization and are treasure houses of classical art.

Within easy reach of Athens are many fascinating places of interest. Being on the Aegean Sea it is within easy reach of the many Greek islands such as Hydra, Mykonos and Delos. Ferry boats ply back and forth daily. The Peloponnese is within easy driving distance and Corinth and Mycenae can be visited by day excursion.

Surrounding Athens itself are many pleasant beaches. The climate is excellent, being comparable to Northern California.

ADMISSION

Only graduates, seniors and juniors may apply for this program. In addition, students must enroll for the complete academic year.

College Year in Athens

Until *College Year in Athens* was founded in 1962 by Mrs. George S. Phylactopoulos there was no school or college in Athens providing college level instruction in English for American undergraduates. The original objectives of the program were twofold: first, the substantial study at college level of the various aspects of Classical Greek Civilization including literature, art, history, philosophy and archaeology, and second, the experience of living in a modern state whose vital present is enriched by a uniquely varied past.

Now in its eleventh year of operation, its objectives remain the same. The program now enrolls approximately 80 American students from colleges and universities all over the United States including Barnard, Brown, Bryn Mawr, George Washington, New York University, Sarah Lawrence, Vassar, Wellesley, Williams and Yale.

Most of the students attending the courses are third year undergraduates spending their junior year in Athens. Although classics majors constitute about one third of the enrollment, students majoring in history, literature, philosophy, art and archaeology find an ample selection of courses suitable for both major and minor subjects.

The courses are taught in English by visiting professors from the United States, Britain and Canada, as well as English speaking Greek scholars resident in Athens.

The courses meet regularly in the classrooms of the Hellenic-American Union situated in the center of Athens on Massalias Street. Some class sessions are held in museums or at archaeological sites. The combined lecture – discussion method is commonly used. Fullest use is made of the artifacts of all periods during study in Athens as well as on

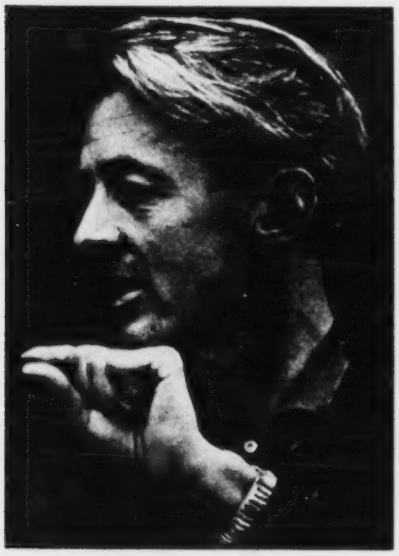
field trips. Classes are small and the association between teachers and students both academically and socially is a close one. Special lectures by visiting scholars supplement the regular courses as do the field trips described below.

Residence

AIFS students enrolled in the College Year in Athens program will stay with carefully selected Greek families within easy reach of the Hellenic-American Union. Breakfast and dinner will be taken with the host family and students will be given a cash allowance for lunch which can be taken in the student cafeteria of the Hellenic-American Union.

Field Visits

The tuition fee includes some twenty-five days of field study during the academic year. These field visits are part of the academic program and participation is required. Visits are made to the Island of Crete including visits to Knossos, Gortys, Haghia Triada, Malia, and Phaestos; the Argolid, including visits to Mycenae, Argos, Tiryns, Nauplion, Asine, and Epidauros; other sites in the Peloponnesos, including Corinth, Patras, Sparta, Mistra, and Olympia; the Island of Aegina; Delphi and the Monastery of Hossios Loukas; Eleusis, Brauron, Amphiaraeion, and Sounion; and Northern Greece, including Arta, Yannina, Metsovo, and Meteora. Both these official expeditions and those which resourceful students plan on their own on weekends provide a 'Greek experience' satisfactory in both breadth and depth.



FACULTY

Anna Amira, M.A.(Kansas)
Greek Anthropology

Judith Perlzweig-Binder, Ph.D. (Yale)
Archaeology, Greek Art

A. R. Burn, M.A. (Oxon.)
Greek History

Mary Burn, M.A.(Oxon.)
Byzantine Art

Alexis Diamantopoulos, Dipl. Class Philol. (Athens)
Greek Literature

Anastasia Dinsmoor, Ph.D. (California)
Archaeology and Greek Art

Th. D. Frangopoulos, J.C.B. (Athens)
Literature of Modern Greece

H. D. F. Kitto, Ph.D. (Cantab.)
Greek Language and Literature

Koralie Krokodilou, M.A. (Smith)
Modern Greek

Harry L. Levy, Ph.D. (Columbia)
Greek Language and Literature

Cornelia Mayer, M.A. (Pennsylvania)
Greek

Otto Meinardus, Ph.D. (Boston)
Mediterranean Studies

Demetrius Nianias, B.Litt. (Oxon.), PhD. (Athens)
Greek Philosophy

Alice Notara, A.B. (Vassar)
Modern Greek

Franz J. Tritsch, Ph.D. (Heidelberg)
Greek History

Nicholas Yalouris, Ph.D. (Basle)
Greek Sculpture

COURSES

The Director of the program reserves the right to amend or cancel any course for which there is insufficient enrollment.

H1. **3 hours**
Greek History
The history of Greece from prehistoric times to the period after the death of Alexander the Great with emphasis on the basic concepts that have influenced Western thought and with extended reference to archaeology and topography. Divisible full-year course.

H2. **3 hours**
Fifth-century Athens
An advanced history course about the "great fifty years", 478-431, based mainly on primary sources. Second semester.

123

H3. **3 hours**
The Intellectual History of Byzantium
A study of the main intellectual currents in Byzantine history as expressed in political thought, theology, philosophy, and literature, with reference to parallel developments in the intellectual history of Western Mediaeval Europe.

H4. **3 hours**
The Cultural History and Archaeology of Asia Minor
A study of the prehistory and ancient history of Asia Minor, including Ionian Greece, with reference to influences on Greek civilization.

L1. **3 hours**
Greek Literature
A study in English translation of the *Iliad* and the *Odyssey*, passages from Hesiod, Herodotos, and lyric poetry, selected plays of Aeschylos, Sophocles, Euripides, and Aristophanes, readings from Thucydides. Divisible full-year course.

L2. **3 hours**
Attic Drama
A study of Athenian literature of the fifth century: Thucydides; the rise and decline of Tragedy; the three great tragic poets; Aristophanes and Comedy. Second semester.

L3. **3 hours**
The Literature of Modern Greece
A study in English translation of the literature of modern Greece considered against the background of its historical development from the klepht ballads and Solomos to Palamas, Sikelianos, Cavafy, Kazantzakis, Seferis, and other contemporary prose and poetry writers. Second semester.

A1. **3 hours**
Greek Art
The major movements in Greek architecture, sculpture, painting, and the minor arts, from prehistoric times through the Hellenistic period. Lectures are supplemented by visits to museums. Semester course offered both semesters.

A2. **3 hours**
Archaeology I
A study in situ of the following sites and monuments in Attica as described by the ancient authors and determined by archaeological research: the Acropolis, the Erechtheion, the Temple of Nike, the Propylaia, the Parthenon, the Hecatompedon, and the old Temple of Athena; the Agora, the Temple of Hephaistos, the Temple of Ares; the Areopagos; the Lysicrates Monument, the Theater of Dionysos; the Roman Agora and the Library of Hadrian; the Kerameikos; the Olympieion and the Stadion; Marathon, Salamis, Eleusis, Sounion, Phyle, Brauron. Semester course offered both semesters.

A3. **3 hours**
ArchaeologyII
An introduction to archaeological methodology, techniques used in digging, and the study of the ancient texts as source material for the topography of ancient Attica. Lectures are supplemented by visits to archaeological sites and intensive study in situ of a recent excavation. Limited to fifteen students, preference given to classics majors and those planning to specialize in archaeology. First semester.

A5. **3 hours**
Greek Sculpture
A course designed to give the student first-hand knowledge of about two hundred Greek sculptures of the archaic and the classical periods, from about 666 to 333 B.C. The students are trained to use their eyes on the originals in the National, the Acropolis, the Kerameikos, and the Agora Museums by continually describing in impromptu and prepared reports what they see before them. Semester course offered both semesters.

A6. **3 hours**
Byzantine Art
From the reign of Justinian, through the Paleologue Revival, to the fall of Constantinople in 1453; analysis of particular forms, techniques, and monuments. Lectures are supplemented by visits to churches and to the Byzantine Museum of Athens. First semester.

C1. **3 hours**
Beginning Ancient Greek
An elementary course in the forms, syntax, and vocabulary of ancient Greek, leading to the reading of passages in simple Attic prose. Indivisible full-year course.

C2. **3 hours**
Intermediate Ancient Greek
Selections from Homer, Herodotos, and Euripides, or other texts as indicated by the previous studies of the class. Indivisible full-year course.

C3. **3 hours**
Advanced Ancient Greek
Selections from the poets, historians, dramatists, and philosophers, as indicated by the previous studies of the class. Indivisible full-year course.

C4. **3 hours**
Advanced Latin
Selected works, as indicated by the previous level of attainment of the class. Offered only to classics majors who cannot otherwise fulfill their Latin requirements for graduation.

P1. **3 hours**
The Philosophy of Plato
Selected dialogues, including the *Republic*. A discussion of Plato's ethical and political views; his views on poetry; his theory of ideas. First semester.

P2. **3 hours**
The Philosophy of Aristotle
Selected readings from the main works of Aristotle. His criticisms of Plato; his own doctrine of substance and change; his doctrine of the good life, of God, and of the relation of the world to God; his view of tragedy. Second semester.

P3. **3 hours**
Hellenistic Religion
A study of selected religious movements in the Hellenistic period (300 B.C. to 300 A.D.) with emphasis on theology and anthropology.

M1. **3 hours**
Modern Greek
An elementary course designed to enable the student to understand, read, and speak modern Greek. Grammar, elementary composition, practice in conversation, and reading of easy modern prose. Indivisible full-year course.

M2. **3 hours**
Modern Greek
An elementary course for the student who has had at least one year of ancient Greek, designed to enable him to adapt as rapidly and effectively as possible his knowledge of Attic forms and vocabulary to the spoken language of today. Indivisible full-year course.

M3. **3 hours**
Second Year Modern Greek
A course for the student who has had the equivalent of M1 or M2. Practice in speaking or writing as well as further study of grammar. Reading and discussion of contemporary Greek writers. Indivisible full-year course.

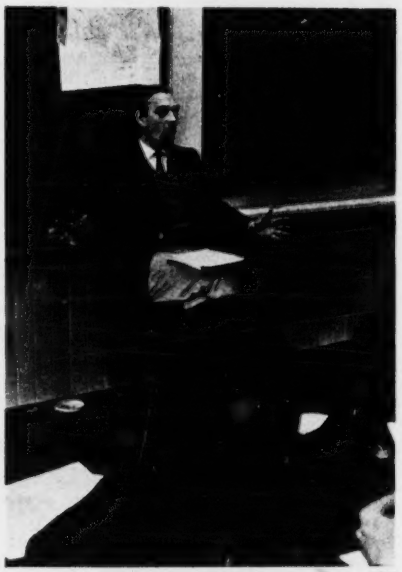
M4. **3 hours**
Greek Anthropology
An introduction to the study of the people of modern Greece: their ethnic background, their geographical environment, their cultural patterns. Special reference is made to the survival of traditional factors. Lectures are supplemented by field trips. First semester.

ME1. **3 hours**
The Social & Political History of the Middle East
The historical antecedents; the emergence and development of the Islamic state and society; social and political developments in the XIX and XX centuries. First semester.

ME2. **3 hours**
Religion in the Middle East
Ancient Egypt; Judaism; Christianity; Islam; Oriental Christianity. Second semester.

TRANSFER OF CREDIT

Students desiring credit for their year in Athens should contact their department chairman at their American College before departure, for approval in principle of credit transfer for work to be done in Athens. College Year in Athens issues its own transcripts. The calibre of the faculty and the rigor of the academic discipline has ensured that many American universities and colleges recognize its courses for credit.



125

University of Nairobi

NAIROBI, KENYA, EAST AFRICA

African Studies, Linguistics, Sociology, Archaeology, Geography, Geology, Development Studies, Economics, and Tropical Ecology

For Juniors, Seniors and Graduates only

Location

Nairobi, the capital city, is situated just south of the equator in the central highlands of Kenya. In spite of its proximity to the equator, Nairobi enjoys a pleasant, mild climate all year round, because it is situated 5,500 feet (over a mile) above sea level.

The name Nairobi is a Masai word meaning "the place of the waters", and the site of the city was originally just that to the Masai herdsmen and their cattle. But in the late 19th century the railroad, then being built from the coast inland to Lake Victoria, reached Nairobi, where the work crew stopped for water and rest, before continuing further into the highlands. This rest stop proved to be the nucleus of a pioneer township which, six years later, (in 1905), became the seat of government, which was moved up from the tropical port of Mombasa.

Nairobi is now the largest and most modern urban center in East Africa, boasting of a lively commercial center, industrial estates, an international size airport, and spacious residential areas for its over half a million multi-racial population. Although it is the center of finance, industry, and communication (including a satelite contact with Europe and North America) for most of East Africa, it also borders on the extensive Nairobi National Game Park, which abounds in some of Africa's most fascinating wildlife.

Nairobi is also the starting point for many hunting, sightseeing and photographic safaris, and is within easy reach of some of East Africa's scenic and geographic wonders, such as the Great Rift Valley, Mount Kilimanjaro and Serengeti in Tanzania and Lake Victoria–a source of the River Nile. Within a few hours by road are the resort areas of the Indian Ocean.

Nairobi has an active cultural life including the Kenya National Theatre and the National Museum which specializes in natural history. Other cultural resources include the McMillan Memorial Library, the Sorsbie and Paa-ya-Paa Art Galleries, which feature the creations of local artists, and several cinemas and out-of-door recreation facilities.

The University of Nairobi

The University of Nairobi is situated in a pleasant, modern campus only a few minutes from the city center. It was originally a constituent college of the University of East Africa (the other campuses being in Kampala, Uganda and in Dar-es-Salaam, Tanzania). The university was founded in 1954 as University College Nairobi, but as a result of rapid growth and demand on its facilities, it became the independent national University of Nairobi in 1970.

In spite of its rapid growth, the university has established an excellent academic reputation, and is accredited and recognized internationally. It offers studies leading to a bachelor's degree in most subject areas, as well as masters and doctorates in several other fields. Some of the more outstanding academic faculties and departments include Tropical Medicine, Veterinary Science, the Biological Sciences (Zoology, Botany, Agriculture, Animal Husbandry, etc.), Development Studies (the economics of developing countries), Geography and its related fields of geology, meteorology, etc., History and African Studies. It is also involved in some excellent work in archaeology, since Nairobi is the base of operations for the famous archaeologists, Dr. and Mrs. Louis B. Leakey.

The curriculum of the University of Nairobi is organized into 10 different faculties involving over 55 various departments, three institutes and several research units–some internationally sponsored. In addition, it has working agreements with several overseas universities in the U.S.A., Canada, Britain and Europe, as well as UNESCO, WHO and NORAD (Norway), which provide both technical and financial assistance.

Extracurricular Activities

The University of Nairobi has as varied a sports and recreational program as it does an academic one. Adjacent to the halls of residence, the students have the use of an Olympic size swimming pool all year round. Other activities include tennis, golf, soccer, hockey, track and rugby.

For the not so athletically inclined, an active drama group has put on several good short plays–with both African and Western themes. Debating is also popular, as well as dancing.

The University's AIFS Sponsor

The AIFS program at the University of Nairobi is under the sponsorship of the university's Institute of Adult Studies. This department organizes extension courses for adults throughout Kenya and also organizes summer schools for the university.

AIFS students will become fully matriculated members of the university. Students choose the department in which they wish to concentrate their studies and AIFS submits their application to the department head. Once admitted to a particular department, students may attend any of the courses in the department in which they are enrolled. They may also enroll in courses offered by other departments to obtain a multi-faceted approach to their program of studies. For example, a student interested in anthropology may take courses in the departments of sociology, history and linguistics. Students do not usually carry more than 3 or 4 subjects at a time during any one term. Courses of instruction are in English.

Residence

AIFS students stay in apartments close to the University campus and are provided with a monthly allowance to pay for food.

University Academic Requirements

The University of Nairobi is somewhat different from American universities in that students qualify for entrance only after achieving a high scholarship at the end of 6 years of secondary school, which is followed by 3 years of undergraduate study. In order to avoid congesting their first year classes the University of Nairobi will permit AIFS to enroll only those students who have already completed their sophomore year at their American colleges and universities.

Students in science courses will spend about 9 hours per week in each class, whereas those in "arts" courses may have only 2 or 3 hours of formal lecturing in each subject per week. But lecturers also hold "tutorial" meetings each week in addition to heavy reading assignments. Thus the course work loads are likely to be much heavier than the number of class hours would indicate.

The school year consists of 3 terms, each about 13 weeks in duration, thus providing a 39 week school year. The academic year starts in July and ends in March. The calendar is as follows:

July 7,	Arrival from New York via London
July 9	Registration for first term
July 10	Classes begin
September 14	First term ends
October 1	Second term starts
December 7	End of second term
January 8	Start of third term
March 24	End of third term.

Most students will be free to return home at this time.

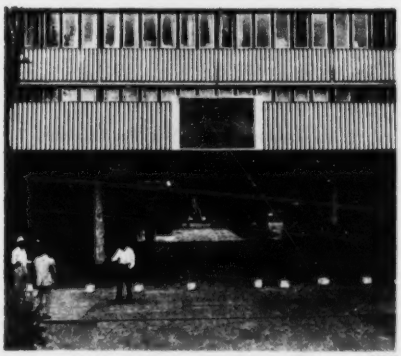
Since the University of Nairobi does not follow the American system they do not evaluate their course work in semester or in quarter hours. However, detailed course descriptions and an indication of the number of class hours of instruction can be provided so that your college or academic dean can determine the credit equivalent of a course of study at the University of Nairobi.

Required Courses for AIFS Students

It is the firm belief of the AIFS sponsors that visiting students to any country cannot acquire a full appreciation of the host country unless they have some communication with a broad spectrum of the inhabitants, and also gain an understanding of the country as a whole.

Hence, in addition to the regular course selections made by AIFS participants, they are expected to enroll in a special course of conversational Swahili, which will prove very useful to them during excursions outside Nairobi, to the coast and into neighboring Tanzania where Swahili is the national language.

A seminar on Contemporary Africa is also required for AIFS students, for which they may earn additional credits. The seminar will provide an opportunity for the participants to meet and hear from African personalities who are responsible for contemporary events–such as writers, politicians, scientists, artists, traditional dancers, musicians and administrators.



Tutors

The University of Nairobi's instructors–called lecturers–are all qualified postgraduates from an assortment of internationally recognized universities in Europe, North America and Africa. A list of some of the lecturers who will be teaching AIFS students during the academic year is given below.

Faculty of Arts

J. K. Maitha, M.A., Ph.D. (N.Y.)
Chairman, Department of Economics

J. J. Okumu, B.A. (Grinnell), M.A. and Ph.D. (Cal)
Department of Government

F. F. Ojany, B.A., (Lond), M.A. (Birm)
Department of Geography

B. E. Kipkorir, B.A. (Lond), Ph.D. (Cantab)
Department of History

G. Muriuki, B.A. (Lond), Ph.D. (Lond)
Department of History

K. Ndeti, B.A. (Detroit), M.A. (Mich), Ph.D. (Lond)
Department of Sociology

M. Abdulazia, B.A., M.A., F.A.D. Ling (Lond)
Department of Linguistics and African Studies

Okot p'Bitek, B.A. (Brist), M.A. (Oxford)
Department of Linguistics and African Studies

G. W. Mathu, B.A., M.A. (Missouri)
Institute of Development Studies

P. E. Kinyanjui, B.A. (Lond), M.A. (Syracuse)
Institute of Adult Studies

John Okatch, B.A. (E.A.), M.A. (Edin)
Institute of Adult Studies

Khalfan A. Mazrui, B.A. (E.A.)
Institute of Adult Studies

G. Senoga-Zake, B.A. (Lond) Music
Kenyatta College

K. F. Msange, B.A., M.A. (E.A.)
Department of Fine Arts

Faculty of Science

J. O. Kokwaro, B.Sc. (Addis Ababa), M.Sc. & Ph.D. (Upsala) F.S.L.
Department of Botany

F. B. Kayanja, B.Sc., M.Sc., B.Vet.Med. (Lond), Ph.D. (E.A.), M.R.C.V.S., F.R.V.C.M.
Department of Veterinary Science

F. A. Mutere, B.Sc. (Dunelm), Ph.D. (E.A.)
Department of Zoology

Courses of Instruction

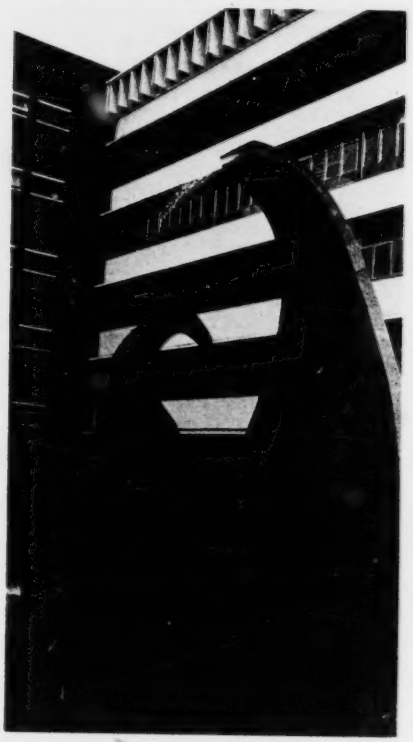
Students may enroll in any of the courses offered by the University except the science courses. In addition, each student's application must be approved by the head of the department for which they are applying. Also students must enroll in the Contemporary Africa course and the introduction to Swahili course organized by the Adult Studies Department for AIFS. They should concentrate their studies, however, in ONE of the departments listed below. All teaching is given in English.

Swahili 101-102 **(3) (3)**
Introduction to Swahili

This will be an intensive Swahili course designed to give students a working knowledge of the language as soon as possible. The course will meet three times a week.

African Sociology 301-302 **(3) (3)**
Contemporary Africa

This course will meet twice a week. Topics to be covered will be the sociology, economics and politics of modern Africa.



Faculty of Arts Courses

It is assumed that many of the AIFS students will concentrate their studies in one of the Faculty of Arts departments including English, Economics, Education, Geography and History. A sample of the courses offered is shown below For purposes of credit evaluation, courses have been descibed in an American college format giving the suggested credit hours in parentheses.

English Courses

English 301-302 (4) (4)
The African Novel
English 303-304 (4) (4)
Oral Literature
English 305-306 (4) (4)
African Poetry and its Modern Context
English 307-308 (4) (4)
East African Writing and its Background
English 309-310 (4) (4)
Caribbean Literature and Politics
English 311-312 (4) (4)
Afro-American and American Literature
English 313-314 (4) (4)
Writing in English for the African Continent

Department of Government

Politics 301-302 (4) (4)
Comparative Political Sociology
Politics 303-304 (4) (4)
Political Systems of Developing Areas
Politics 305-306 (4) (4)
Developing Countries in International Politics
Politics 307-308 (4) (4)
African Political Thought
Politics 309-310 (4) (4)
Social Structures of East African Societies

Department of History

History 301-302 (4) (4)
Europe, Africa and the New World
History 303-304 (4) (4)
Economic History of Africa since 1800
History 305-306 (4) (4)
West African History since 1800
History 307-308 (4) (4)
The Making of Kenya 1886-1923

Department of Economics

Economics 301-302 (4) (4)
Politics and Government in Africa
Economics 303-304 (4) (4)
Agricultural Economics
Economics 305-306 (4) (4)
Economics of Industry
Economics 307-308 (4) (4)
Economics of Labor

Institute for Development Studies Courses

Social Studies Division

The director of this department is James C. Coleman of Harvard University. This department does not have a regular student enrollment of its own, but its staff is available to supervize the progress of students working on advanced degrees in social science.

Cultural Division

Among the courses offered are archaeology, history, social anthropology, traditional art, literature, belief systems, musicology and linguistics. Among courses offered are:

Sociology 301-302 (8) (8)
Human Ecology of Pastoralism
Sociology 303-304 (8) (8)
Traditional Belief Systems
Sociology 305-306 (8) (8)
Regional Ethnic Musicology

Science Courses

Students wishing to take science courses may apply for enrollment with the Kenya Science Teachers College. Course details are available from the Greenwich office.

Universities of Moscow and Leningrad

Russian Language and Civilization

For Juniors and Seniors only

The Institute is currently negotiating with the Soviet Ministry of Education to organize quarter and semester programs in the Soviet Union both in Moscow and in Leningrad.

The serious student of Russian is therefore offered the opportunity of spending part of his Junior or Senior year improving his knowledge of the spoken and written word among Soviet and students of other nationalities in these two cities.

MOSCOW

Moscow, with a population of six million, is the capital and largest city of the Russian Federated Soviet Socialist Republic. It stands on the Moskva River at its confluence with the small stream, Yanza.

Moscow has long been among the most prominent cities of Europe, and despite more than fifty years as the capital of a revolutionary political system, still retains its historic air. There are many well preserved Tsarist monuments interspersed between gleaming twentieth century buildings. It is also the cultural capital of the Soviet Union. It is the home of the world renowned Bolshoi Theater of Opera and Ballet, the Moscow Art Theater, the Tchaikovsky Concert Hall, many smaller drama theaters and a puppet theater. Moscow is also the main motion picture center in the U.S.S.R. and is the chief publishing and printing center. The Lenin State Library is one of the three largest in the world, comprising 20 million items. Chief among its many museums and art galleries are the State Pushkin Museum of Fine Arts, the State Tretyakov Gallery (mostly Russian art), the Kremlin Museum and the Central Lenin Museum. There is a massive permanent exhibition of the economy of the U.S.S.R. at the boundary of the city.

LENINGRAD

Leningrad, with its extraordinarily rich cultural resources, provides students with a marvelous introduction to Russian life. Founded by Peter the Great in 1703 to give Russia a "window to Europe", Leningrad, or St. Petersburg, as it was then known, was the capital of Russia from 1713 to 1918. Although much of the city was badly damaged during the famous two-and-a-half year siege by the Germans in 1942-1944, Leningrad has been carefully rebuilt in the post-war years in the pure 18th century style. A stroll along the famous Nevski Prospekt and other principal avenues lined with palaces, churches and museums, gives the visitor a striking impression of the glories of Imperial Russia. Today, metropolitan Leningrad, with a population of almost 4,000,000 is the second largest Russian city. One of the city's great attractions is the Hermitage Museum and Art Gallery, founded by Catherine the Great, which contains more than two million exhibits, including masterpieces by Rembrandt, Rubens, Titian and Leonardo da Vinci. Other places of interest in Leningrad are the Fortress of Peter and Paul, the Kazan Cathedral and the Peterhof Palace.

Second only to Moscow, Leningrad is an important cultural and educational center. It is the traditional home of the Russian ballet with 13 theaters including the world famous Kirov Opera and Ballet, the Little Opera and Pushkin dramatic theaters. There is an active cultural program throughout the summer.

Note: Because of visa restrictions it is not possible to spend a full academic year in the Soviet Union.

The Courses

The courses will include:

(1) Russian language. Concentrated language learning involving translation from and into Russian, essay writing, comprehension and discussion of set texts and accent correction.
(2) Russian literature from its early forms to the present day.
(3) History of Russia.
(4) History of the Soviet State. Government. Communist Theory of Society.
(5) Soviet Education.
(6) Soviet economic planning.
(7) Russian art and architecture.
(8) Russian music.
(9) Cultural and social life in the U.S.S.R.

Note: Syllabus details of the above courses are not expected before February, 1973.

Sightseeing

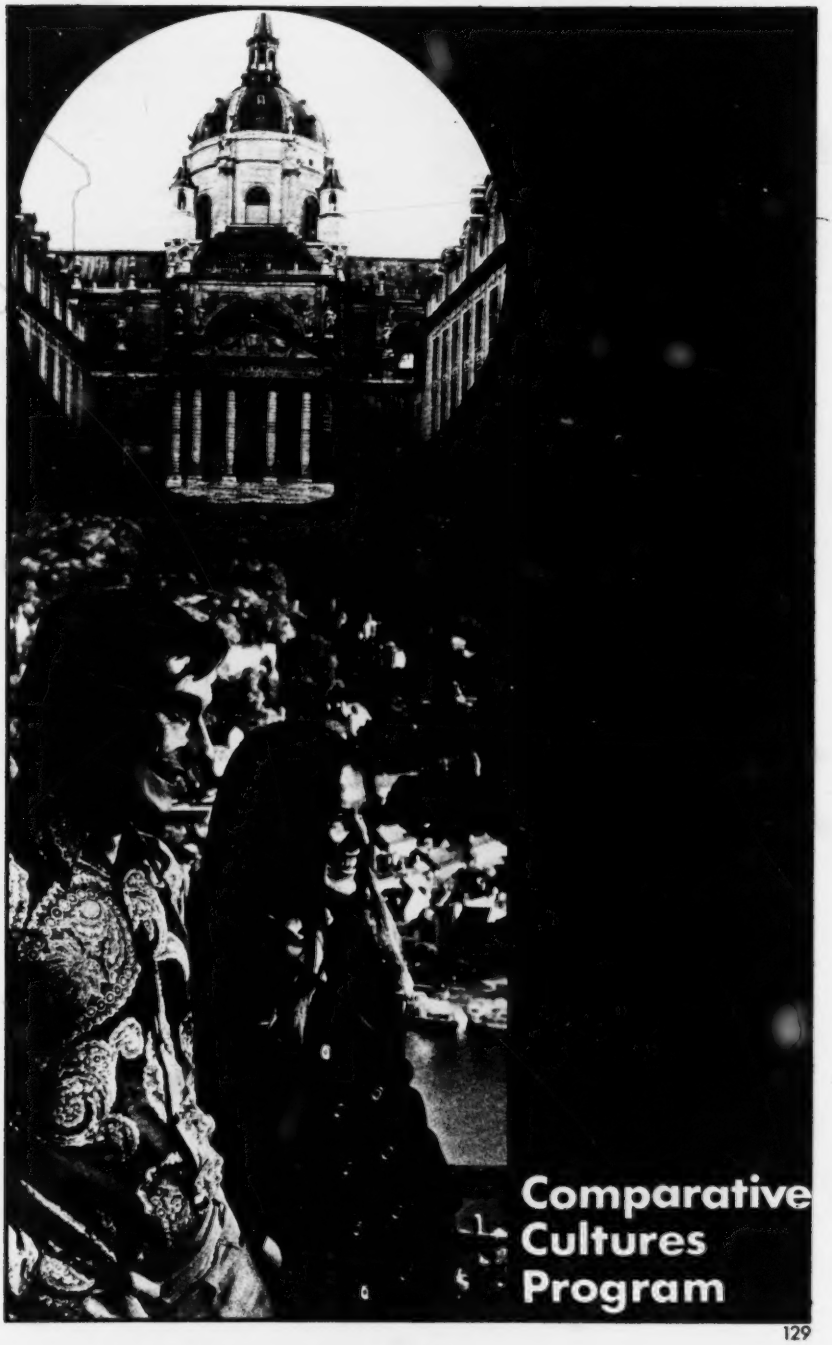
An interesting program of sightseeing will be specially planned for AIFS students by Intourist, the official Soviet tourist organization.

Examination and Certificate

An examination will be held at the end of the course and students will receive a certificate on which will be recorded a statement of courses attended and a report on performance in the individual subjects of the examination.

Soviet Union Visa

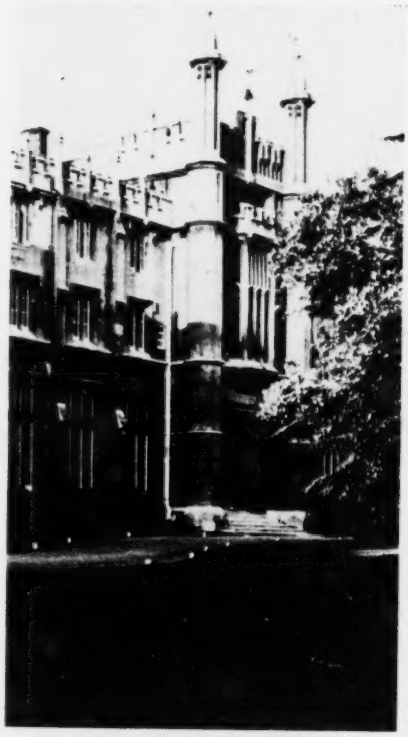
AIFS will provide all necessary travel documents and visas for the program.


Comparative
Cultures
Program

Comparative Cultures Program

For Pre-College Interim Year Students and High School Seniors.

Fall Quarter at the University of Paris.
Winter Quarter at Richmond College, London.
Spring Quarter at the University of Salzburg, Austria
or the Italian University for Foreigners, *Perugia*
or the University of Salamanca, Spain



OBJECTIVE OF PROGRAM

This special program is intended to provide an introduction to Europe's great cultural heritage by residence in three cities. The Fall Quarter is spent in Paris; the Winter Quarter in London and the Spring Quarter in either Salzburg, Perugia, or Salamanca.

The program is intended for two types of student:

Interim Year Pre-College Students: Students who have graduated from high school but are unsure of their future college plans and desire a year abroad for reflection and to broaden their cultural background and take intensive language instruction in two languages.

High School Seniors: Students who have satisfied their high school graduation requirements early in their senior year and wish to obtain leave of absence from their school to spend one, two or three quarters abroad taking classes in a particular area of interest. These students also generally satisfy their college freshmen English, Western Civilization and language requirements during their stay abroad.

Dates of Courses 1973-1974

Each term or quarter lasts 10 weeks. By special arrangement groups of students from a particular school can enroll in any of the campuses during any quarter. Individual students may only enroll according to the schedule below:

Fall Quarter Held at the University of Paris –October 6, 1973 until December 14, 1973.

Christmas Recess – December 15, 1973 until January 1, 1974. Students are responsible for their own board and lodging. An optional ski-trip will be organized.

Winter Quarter Held at Richmond College, London – January 2, 1974 until March 8, 1974.

Spring Quarter Held at either the University of Salzburg, Austria or the Italian University for Foreigners, Perugia, Italy or the University of Salamanca, Spain March 11, 1974 until April 5, 1974.

Easter Recess – April 6, 1974 until April 21, 1974. Students are responsible for their own board and lodging. An optional visit to Italy and Greece will be organized.

April 22, 1974 until May 31, 1974 – Continuation of classes.

Tuition Fees

Students may enroll for one, two or all three terms. The tuition fee for the terms in London and Paris is $1350 each; the cost of a term in Salzburg or Perugia is $1300; and the cost of a term in Salamanca is $1100. Students enrolling for the whole year (three quarters) pay a reduced fee of $3500. This includes the cost of travel from campus. Round trip tranportation to Europe from New York is available for $200.

Fall Term at the University of Paris

Location

"If you are lucky to have lived in Paris as a young man, then wherever you go for the rest of your life, it stays with you, for Paris is a movable feast."
Ernest Hemingway
Epigraph to A Movable Feast, 1964

Paris has always been for the student one of the most stimulating and exciting cities in the world. Its unique cosmopolitan qualities need no introduction and it is above all a city to enjoy. The Champs Elysees, the Eiffel Tower and Notre Dame, the bistros and cafes, the elegant stores and the incomparable galleries of the Louvre and the Jeu de Paume all offer the student an excellent introduction to French Civilization and Culture.

Residence

Students will stay in pleasant modern double rooms in the brand new Dialogue residence situated next to the Parc Montsouris, which faces the University of Paris campus on Boulevard Jourdan. The address of the residence is

DIALOGUE
32-34 Avenue Reille
Paris 14, France
Tel: 589-13 21

The residence has splendid facilities including restaurants, lounges, laundry, newsagent, lecture halls and classrooms.

Courses

The academic program is organized and taught by the Dialogue teaching staff, under the direction of the Institut Pedagogique National, a prestigious institute of the University of Paris. All courses aside from the cuisine and fashion courses are taught at the Dialogue.

Suggested credit hours are given in parenthesis, in terms of American semester hours.

French 101-201 **(7)**
French Language
This course is essentially a practical French language course designed to teach students speaking, comprehension and reading skills. Audio-visual methods are used. The course is given at two levels: beginners and intermediate. 10 hours of classes weekly are given.

Fine Arts 101 **(2)**
Art History
This course meets for two hours per week. Instruction is in English and will concentrate on the French Impressionist painters and sculptors.

History 101 **(2)**
European History: History of France
This course will meet for two hours per week and will cover French History from Louis XIV to General de Gaulle. Instruction is in English.

Home Economics 101 **(1)**
French Cuisine
This course is given by the Ecôle Hôtelerie de Paris. Students will have practical work as well as theory. The class meets for two hours per week.

Home Economics 102 **(1)**
French Fashion and Design
This course meets for two hours per week. Visits will be made to French fashion houses and some practical pattern cutting will be done.

Winter Term at the Richmond College London

London is one of the most interesting cities in the world. Straddling the Thames, the capital city of the British Commonwealth of Nations stretches north, south, east and west over more square miles of monuments, gracious squares, green parks, elegant shopping streets and busy docks than you could hope to explore in several lifetimes, much less in ten weeks.

Founded in 1843, Richmond College was, until 1972, a constituent college of the University of London. It is now a private Liberal Arts college, incorporated in the District of Columbia.

For the Academic Year 1972-1973, the College has a full time residential enrollment of 180 students, most of whom are American third year undergraduates, from colleges and universities all over the United States, spending their junior year abroad. In 1973-1974 the College will expand considerably its courses for freshmen and sophomore students. A wide variety of Liberal Arts courses are offered including Art, English, Languages, Social Sciences, Theater Arts, Music Natural Sciences, Mathematics and Business Administration.

Accommodation

Students will be accommodated in the College in single or double rooms. Most students live in single rooms.

Meals

Breakfast and dinner will be served in the residence throughout the week. Students will be given a cash allowance for all week-day lunches and for all weekend meals (except breakfast).

Sports and Social Facilities

Richmond College has a pleasant playing field and a games room. There are facilities for tennis, swimming, rowing, ice skating, horse riding and sailing in the Richmond area.

All students will be given membership in the University of London Student Union which has a restaurant, where inexpensive lunches and evening meals can be obtained, a bar, swimming pool, gymnasium, squash court, badminton court and a table tennis room, as well as usual reading and rest rooms. Numerous social activities such as dances, movies, and discotheques are organized at the Union.

Richmond

Richmond is part of Greater London and is one of the most attractive areas of the capital. The underground railway into central London, seven miles away, takes 35 minutes. From Richmond Hill there is the famous view of the Thames and the surrounding countryside and an outstanding feature of the town is its large number of parks and open spaces and interesting buildings. Richmond is primarily an important shopping area and a center which offers a wide variety of amusements and facilities.

Transportation to London

Students will be provided *free of charge* a monthly tube (subway) ticket that will allow them unlimited travel between Richmond and Central London.

Social and Recreational Program

The basic tuition fee *includes* a rich cultural program offered at no extra charge. The College employs a full time social coordinator who arranges these activities. A typical semester program includes:

Reception Party;
Visit to Stonehenge;
Visit to Salisbury Cathedral;
Visit to Brighton and Arundel;
Discotheque Evening;
Visit to Bath;
Visit to Hever Castle and Chartwell;
Visit to Canterbury;
Visit to Stratford with performance at Shakespeare Memorial Theater;
Visit to Cambridge and colleges;
Reception and Party for Tutors;
Visit to St. Albans;
Visit to Woburn Abbey;
Barbecue and Folk Evening;
Theater evenings in London.

Courses

Students may take any of the 100 or 200 level courses given at Richmond College. See pages 59-69 of this catalogue for a complete listing. Courses are given in the following areas:

Art	Music
Business Administration	Natural and Physical Sciences
English	Philosophy
French	Political Science
German	Psychology
History	Religion
Italian	Sociology
Mathematics	Spanish
	Theater Arts

The Administration of the College reserves the right to cancel or replace courses which are insufficiently subscribed.

Most courses are given on one morning or afternoon per week in a three hour block consisting of lectures, seminars and tutorials.

Spring Term at the Italian University for Foreigners

PERUGIA, ITALY

Note: Students electing to spend their spring quarter in Perugia will have their spring vacation immediately following the winter quarter in London, from March 9 until March 31. The spring quarter in Perugia runs from April 1 until June 25 – a total of 12 weeks.

Location

Situated on a group of hills overlooking the Tiber Valley, the enchanting city of Perugia is a delight to the eye. Being principally a university town, its beautiful streets and buildings are free of the thousands of tourists who crowd Florence and Rome.

The history of Perugia dates back to the time of the Etruscans, who civilized the area long before the Romans. The Etruscan civilization did much to influence the formation of the Romans, especially in the areas of architecture and sculpture. Among the Etruscan remains in Perugia is a beautiful arch bearing the inscription "Augusta Perusia" dating from the rebuilding of the city after its sack in 40 B.C. by the Roman legionaries under Octavian, the nephew of Julius Ceasar.

The climate in Perugia during the spring is delightful, being warm and sunny.

The University

The Italian University for Foreigners, Perugia is famous throughout the world as a center of learning. Over one hundred-thousand students from 124 different nations have attended the university since it was founded in 1921. The purpose of the university is "to spread abroad the knowledge of Italy in all its manifestations, past and present, including language, literature, the fine arts (painting, sculpture and architecture), music, history, customs and thought."

The university is housed in the beautiful Palazzo Gallenga, which dates from the Renaissance period. Its facilities include a library with 40,000 volumes in Italian, French and German, and a student club where dances and concerts take place.

The students will stay with Italian families or in small family style pensiones where they will enjoy the company of groups of Italian university students who also live in these pensiones.

Courses

A wide variety of liberal arts courses are offered, most of them in English. It should be noted that NO PREVIOUS KNOWLEDGE OF ITALIAN is necessary for students to enroll in the Perugia program. For while students with previous knowledge of Italian may enroll directly in courses taught in Italian, those with no previous knowledge may either concentrate on the Fine Arts courses which are taught in English, together with studio art courses, or take the special liberal arts courses which are also taught in English.

Students should choose from the following for a total of at least 12 credit hours:

History 113-213 **(2)**
European History: Italian History
The resorgimento and the unification of Italy from 1800 to the first World War.

History 114-214 **(2)**
Venice – The Jewel of Italy
The history of Venice from its origins during the germanic invasions to today.

History 115-215 **(2)**
Classical History
A study of Roman history from its origins to the fall of the Roman Empire. Study visit to Rome

Sociology 110-210 **(2)**
Current Problems of Italy
A lecture series covering current problems such as the family in Italy, Italian women and their social economic role. The problem of saving Venice etc.

Art 104 **(2)**
Drawing and Painting Workshop
Instruction in figure drawing and painting, landscapes, abstracts. Use of pastel, water color, oils.

Art 105 **(2)**
Sculpture Workshop
Instruction will be given in practical studio classes using clay, stucco, wood and stone.

Art 120-220 **(3)**
High Renaissance and Baroque Art
A study of Leonardo da Vinci, Michelangelo, Raphael, Bramante Palladio, Bernini, Borromini, Caracci, Carvaggio.

Art 103 **(3)**
Roman Art and Archaeology
A study of Roman Sculpture, architecture and mosaics–visits to museums and monuments and participation in digging at archaeological site.

Art 113-213 **(3)**
Venice and Her Art
A special study of the Venetian school of art form Titian to Tiepolo. A visit to Venice.

Italian 101-201 **(7)**
Italian Language
Intensive courses in the Italian language using the famous Guarnieri direct method designed to give students a rapid speaking and listening knowledge of the language. Prof. G. B. Moretti.

Italian 101A **(3)**
Italian Language
Intensive Italian course for 1 month only.

Spring Term at the University of Salzburg

The ancient city of Salzburg, situated in the foothills of the Austrian Alps, has for centuries been one of the major cultural centers of Europe. The exceptional beauty of the city owes a great debt to the architectural judgment of generations of Salzburg archbishops who gave the city its collection of baroque buildings.

The present day city has 110,000 inhabitants and still retains its architectural elegance. Wilhelm von Humboldt, the 18th century naturalist and explorer, described the view of Salzburg from the surrounding hills as the most beautiful in the world and it is the supreme good fortune of the city that the passing centuries have seen preservation rather than neglect and decay. The university, museums, galleries, theaters, opera houses and concert halls of Salzburg provide a stimulating intellectual environment. The wonderful buildings of the Altstadt "Old Quarter" of the city are a delight to explore. Foremost among the buildings of the Altstadt is Mozart's birthplace which is now a world renowned and widely visited museum of Mozart's life, career and times. Within easy reach of the city are such places of interest as the Grossglockner Pass through the Alps, the Salzkammergut lakes and Munich.

Today, the main distinction of the university lies in its Faculty of Arts and Philosophy which attracts students from all over the world. An interesting feature of the approach to study is that undergraduates can read subjects in a number of faculties at a time. This is a new departure for a university in the German speaking world, and has attracted a wide degree of interest. The university has outgrown its original home in the historic Archbishop's Palace and has expanded into buildings throughout the city.

In 1953 the Salzburg Mozarteum, one of the premier music conservatories of Europe, was elevated to university status and is now the second institution of higher education in the city. The Mozarteum provides a major cultural stimulus to the Salzburg scene throughout the year through concerts and recitals given by its professors and students. The excellence of the teaching in the Mozarteum is such that the conservatoire attracts the very best music students from all over Europe and overseas.

Students will stay with families or in student hotels.

Students should take one of the German language courses and at least two other courses.

German 101/102 **(7)**
German Language
This course will meet for two hours daily and will give intensive instruction in speaking and reading German. Audio-visual methods will be used to ensure rapid progress. The course will be given at a beginners' and an intermediate level.

Fine Arts 103 **(2)**
Art Appreciation
This course will discuss German painting and baroque and rococo architecture.

Music 103 **(2)**
Music Appreciation
Salzburg is a great music center and this course will concentrate on the music of Mozart, who was born in Salzburg and the composers of the Vienna School, Haydn, Schubert and Bruckner.

History 103 **(2)**
European History: History of Germany and Austria
This course will concentrate on the history of Germany and Austria from Roman times to the contemporary period.

Fine Arts 104 **(2)**
Painting and Sketching
This will be a practical workshop course in sketching and painting. Students need have no previous experience.

Music 104 **(2)**
Music Workshop
In addition to the music appreciation course, practical instruction will be available in the piano, voice, violin and wind instruments.

Design 101 **(2)**
Austrian Handicrafts
A wide choice of activities for students who like to use their own hands to produce handicrafts. Materials include wood, wood shavings, straw, plaster, wax, copper foil, and leather.

In March and April a special AIFS ski school will be organized during the weekends as an optional extra.

136

Spring Term at the University of Salamanca

"Salamanca is, perhaps the most perfect town in Spain. It has no particularly famous work of art. It is itself a work of art of every fruitful period–a town of mellow, golden stone standing by the riverside, among cork oaks; it has two cathedrals, storks' nests on every pinnacle, exquisite little private places–a place to loiter in, discovering new graces at the turn of every street."

Evelyn Waugh
Venture, February, 1965.

Location

Situated in the northwest of Spain, about three hours from Madrid, Salamanca is in the middle of Spain's bull raising country. Far from the crowded tourist centers, Salamanca retains its enchanting mediaeval character. The contrast of the beauty of this ancient city with the ugliness of a typical modern industrial city is overwhelming. Located on a high plateau three thousand feet above sea level, Salamanca's climate ranges from very warm and sunny to quite cool.

The beautiful buildings of the city defy description. Morton enthusiastically describes the city's architecture in his "A Stranger in Spain" as follows: "This beautiful golden city is one of the glories of Spain. I am not sure that it is not the finest of its glories. Here the stranger thinks again for the hundredth time that Spaniards were the greatest architects and builders since the Romans. There is not a building of any age in Salamanca that is not worth looking at."

Among the buildings of particular interest are those around the lovely Plaza Mayor, where Salamantines stroll and talk, two ancient cathedrals, the Casa de las Conchas and the university itself.

The University

Founded in 1218, the Univers .y of Salamanca is the oldest university in Spain. The status of the university is so great that the history of Salamanca itself is inevitably tied up in its story. The prestige of the university reached its peak in the 16th century, when Pope Alexander IV declared the university to be one of the principal seats of learning in Christendom, ranking with Paris, Oxford and Bologna. Christopher Columbus studied at the university before embarking on his famous voyage and afterwards returned to lecture and discuss his experiences.

Today, the university has its colleges of law, liberal arts, science and medicine and has a student population of some 7,000 students from all over the world.

Students will stay with Spanish families.

Students should take one of the Spanish language courses and at least two other courses.

Spanish 101-201 **(7)**
Spanish Language
The course meets five times a week for two hours in the mornings. The course is intended for those having only an elementary knowledge of Spanish – less than three years study at high school. It is also suitable for those who wish to review their knowledge of the language by intensive study in small groups. Instruction covers accent correction, grammar, dictation, composition, vocabulary and commentaries on assigned texts. Students are given a placement test upon arrival in Salamanca to determine their group assignment. Students are given daily written assignments by their teacher. The course will be given at two levels; beginners' and intermediate.

Art 107 **(2)**
Art Appreciation
An intensive course in Spanish painting and architecture with several field visits to the Prado Museum.

Art 108 **(2)**
Studio Art
Students wishing to take practical instruction in painting, sculpture and graphics may enroll in the Salamanca Art College.

Music 105 **(2)**
Guitar Workshop
A practical course in the guitar.

Music 106 **(2)**
Spanish Folk Dancing
A practical course in Spanish folk dancing including the flamenco.

History 106 **(2)**
European History: History of Spain
This course will trace the history of Spain from the 15th century until modern times. Special opportunities exist in Salamanca to learn riding.

Certificates

Students will be given detailed transcripts at the end of each term. Where applicable, they can also sit for examination and certificates given by the host universities.

Orientation Programs and Summer Study

ORIENTATION PROGRAMS FOR AMERICAN JUNIOR YEAR ABROAD STUDENTS

AUSTRIA, BRITAIN, FRANCE, GERMANY, GREECE, HONG KONG, ITALY, JAPAN, KENYA, SPAIN, USSR

Many American universities arrange their own Junior Year Abroad courses in Europe. Students in these programs are normally enrolled in the regular classes of European universities. The typical program starts in October which is the normal start of the academic year abroad.

These colleges and universities have found it unsatisfactory to introduce their students directly into a European University without first providing the student with a well-planned, effective and intensive orientation course. This can often best be done by institutions that provide such courses on a regular basis. Such introductory programs include lectures; visits; tutorials; seminars and written work on the traditions, habits, manners, social life, history, political structures and languages of the countries concerned.

The American Institute for Foreign Study has for ten years been offering short language and orientation courses. Because of the wide diversity of its programs – over 60 courses in 20 countries – AIFS is uniquely qualified to arrange orientation programs for junior year abroad students. In 1973 it is therefore offering its services to any American College or university desiring assistance with this type of program.

As AIFS has a full time staff of 20 in its London office and 15 resident directors at Universities throughout the world, the Institute is able to give on-the-spot supervision to this type of program, which most American universities find uneconomic to do.

The Institute also recognizes the need for short intensive programs of study abroad for individuals, classes and schools unable to spend a full academic year abroad. Teachers of Languages recognize there can be no substitute for living in a foreign country in order to provide a sound foundation for further learning of the language, improving the accent and fluency.

Among the American colleges utilizing AIFS' services for this purpose in 1972 was St. Mary College, Indiana, who sent a group of 50 students to Perugia.

Time Periods Available

Courses are organized for two, four or six week periods at *any time* of the year, except in July and August although most of the orientation programs take place in September.

Location

AIFS can arrange an orientation program at any of its 60 associated universities in Austria, Britain, France, Germany, Greece, Hong Kong, Italy, Japan, Kenya, Spain, and the USSR. It particularly recommends the following centers for orientation programs: London, Vichy, Salzburg, and Perugia.

Fees

The same fee schedule is applicable to all courses:

2 weeks:	$200
4 weeks:	$350
6 weeks:	$500

Minimum Group Sizes

There is no minimum number of students for the September time period for the courses in London, Perugia, Salzburg, and Vichy. Otherwise the minimum size group is usually 15 students.

What the Tuition Fee Includes:

Classes for five hours each day; full board and lodging; one cultural visit per week; and services of AIFS resident director.

Optional round trip transportation to Europe is usually available for $200.

Further Information:

Please contact
Mr. Paul Lacroix
American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, Connecticut 06830
Tel: 203/869 – 9090

Sample Course Descriptions Richmond College London

Richmond is one of the most delightful areas of London and American students quickly settle to the almost village style life. Without qualification, Richmond can be described as a microcosm of British society at its best. Students stay in single rooms at Richmond College situated in beautiful grounds overlooking the River Thames.

Course:

1. **Core Lectures:** daily on:–

(a) Literature; (b) History; (c) Fine Arts, will explore the major contributions of Britain to world development and culture. According to the wishes of the Group, College of University, the core lecture program may be varied.

2. **Orientation Topics:** include the following:–

(a) The British Political System including a visit to the Houses of Parliament and meetings with M.P.'s.

(b) The British Press, strengths and weaknesses. Students will visit The Times of London when it is going to press.

(c) The English Legal System including visits to the Inns of Court and a court of law.

(d) Education in Britain, with visits to schools or colleges most closely paralleling the orientations group's own educational establishment.

(e) The British Monarchy, its place in the life of the nation. A visit will be made to Windsor Castle.

(f) Custom, Habit and Tradition, a trio of lectures and a night visit to the Ceremony of the Keys at the Tower of London.

(g) The English at Home, visits to British Homes for Sunday tea or evening coffee.

(h) The Countryside and Parks, including a typical English picnic.

(i) London Theater, with one visit to a major show each week.

(j) Shopping – Where? When? and How? with particular reference to the joys of the street markets.

3. **Out of Town Excursions:**

There will be one excursion each week to a town representative of a particular aspect of British life:–

Seaside Holiday Town	Brighton
Ancient University Town	Cambridge
Famous Shrine Town	Stratford

4. **Education Counselling:**

The Director of Studies and Resident Director will give advice by appointment on various aspects of the British Education System and the advantages available to all students, library membership and special library lists for research students will be issued.

5. **Student Travel and Accommodation Service:**

All students will be issued with international student identity cards and given advice regarding travel concessions and student accommodation agencies both in this country and abroad.

6. **Eating and Drinking:**

A gourmet/gourmand will give students advice on the restaurants of many lands that can be found in London. Cheap students' restaurants to the exclusive and expensive will all be included. Advice on Pubs, Tipping and Taxis will form part of the Course.

Programs can always be adapted to the needs of particular colleges and universities and the Dean of Admissions will be glad to supply details of courses available to meet special requirements.

Centre Audio Visuel de Langues Modernes

VICHY, FRANCE

Location

Vichy, queen of European spas, is situated in the very heart of France. As a friendly market and resort town of approximately, 30,000 people, it is an ideal place to learn about French life and customs and to make one's first contacts with the French people. A resort of international repute, Vichy's unique facilities include a lake for swimming, sailing, and water-skiing, the opera, ballet, concerts and theaters, the famous thermal baths, riding stables and horse shows.

Program

The course is taught by the Centre Audio Visuel de Langues Modernes (CAVILAM). This fine language Institute was established in 1964 by the neighboring University of Clermont-Ferrand, under whose auspices the classes are conducted. The school gives French language instruction throughout the year to foreign students.

Nearly 15,000 students from 50 different countries (among them a substantial number of foreign government scholarship holding) have studied at CAVILAM during the past ten years.

Students study the French language using the new "France en Directe" audio-visual method. Students study in small groups of no more than 15 students per class. In addition to French language classes, lectures are given on life in France and French university procedures. Classes are held for five hours per day or 25 hours per week. In addition students are expected to study homework for at least four hours per day. A total of 240 hours of classes, private study, and visits are required for a typical month's orientation course.

The curriculum for an advanced level group is as follows:

A. Language as an expression of a particular civilization and its culture

1. Geography of France
2. Economic Life in France
3. Politics and System of Government in France
4. "La Vie Quotidienne"
   –The Press – newspapers, magazines
   –The professions, industry – organization of labour, the unions, commerce – shops and stores
   –Agriculture – the traditional outlook and present-day tendencies.
   –Social life – social security
   –Family life
   –Religious life
5. French Cultural Life
   –painting, music, architecture
   –the theater and the cimena
   –fashion
   –gastronomy
6. French Educational System
   –Schools and ùniversities. Examinations.

B. Language as a means of communication of knowledge

   –the art of attending lectures at a French university – note-taking etc.
   –The formation of the cultural background possessed by French university students particularly in the fields of literature and contemporary thought.
   –The finer points of translation.

C. Language as a means of indivudual expression

Language laboratory work
   –correction of pronunciation
   –student slang
   –consecutive and simultaneous translations

D. Language as a means of expression of personal ideas on a particular civilization and culture

1. Short lecture on a topic of common interest followed by general discussion.
2. Debating.

Residence

Students will stay in Vichy at the new student residence, Centre International de Séjour, situated close to the Sporting Club. Students will stay in single or double rooms. Each room is equipped with its own shower and washing facilities. In addition, students will be given membership in the adjoining Maison des Jeunes et de la Culture which has every club facility.

University of Salzburg

SALZBURG, AUSTRIA

Preparatory courses for the students intending to enroll in a German or Austrian University will be conducted on three different levels.

1. **Elementary Group I:**
   Students without any, or very little fore-knowledge of the German language (1-2 years school German).

2. **Elementary Group II:**
   Students with medium fore-knowledge of the German language (about 3-4 years school German).

3. **Middle Group:**
   Students with good fore-knowledge of the German language. These students must have command of the grammatical structure, and be able to understand and speak the colloquial language.

On the day of arrival, a written and oral examination for all the students will take place. Based on the results of this examination, the Course Leader will decide to which Group each student will be placed. An example is as follows:–

Program of Elementary Group I:	*Hours per Month*
Teaching and Conversation (28 hours per week)	112
Individual study outside the course (2-3 hours daily)	82
Lectures in English concerning political, cultural, economic and social life in Germany and Austria	12
Films and slides about Germany and Austria	10
Tests and examinations	9
Total	225

The main emphasis of the teaching is on the understanding of the language in general and on the spoken language. The grammatical structures will be explained by the teacher and then practised by the students in their daily life, especially in conversation. About thirty new words will be brought into use every day, which corresponds with the ability of a student to learn and memorize. It is expected that the students will learn these words by constant repetition and daily use. At the end of each week there will be a written examination to determine how far the students have progressed.

Lectures about the culture of Germany will be presented in English to Elementary Group I (students with little knowledge of German).

The subjects are:

1. The development of Germany and Austria since 1945.
2. Geography, Government, Political Parties.
3. The Family in Germany and Austria.
4. The School and University Life.
5. Economic Development.
6. Newspapers and Magazines.

Films and slides will be used to emphasize special features and broaden the outlook of German and Austrian life.

Free Periods:

As a university town, Salzburg offers many possibilities for cultural entertainment. The students are given a weekly program from all theaters, concert performances and other entertainment and then can make their own choice depending on their interests.

Half-day excursions into the nearby countryside will be organized often.

The Resident Dean will also organize full and half-day excursions, for example:–

The **Salzkammergut** with its beautiful lakes and mountains, many of them used as the original setting from the film "The Sound of Music".

The **Herrenchiemsee** with its fairytale château on an island (boating trip on lake and professional guides in château included).

The **Hallein Salt Mine** for the slide of a lifetime! Explore the underground pathways, tunnels and giant caves, under the care of professional guides.

Berchtesgarten–Konigsee–St. Bartholoma: one of the most famous parts of Bavaria. See the pilgrimage church, and listen to the tremendous echo on the lake.

141

Italian University for Foreigners

PERUGIA, ITALY

Courses:

1. Intensive *practical* Italian language courses taught by Professors of the Universita Italiana per Stranieri.

Courses offered at beginning and intermediate levels.
Italian language meets for four hours per day including several hours per week of small conversation classes and language laboratory.

2. Daily orientation lectures IN ENGLISH.

Examples of subjects to be covered

1. Political structure of Italy – Government, political parties.
2. Brief outline of Italian History.
3. Italian Itineraries – Geography, the regions, folklore, etc.
4. Current Events – Newspapers, magazines, current problems, "il mezzogiorno", saving Venice, emigration.
5. Social Structures – Traditions, the family, Italian youth, social habits, religion.
6. Italian Educational Structure – the schools, the universities, university reform, Maria Montessori and her contribution to modern education.
7. Names and Faces – Recognition of important figures in politics, arts, sciences, etc., historical figures.
8. Introduction to Art – How to recognize major styles and periods.
9. Modern Literary Movements – The latest on the literary scene.
10. Music, Art, Cinema and Theater today who and what.

3. Excursions – one or two each week to the following cities with explanations in ENGLISH.

Perugia is ideally situated for many and varied day trips in the surrounding area. Aside from the trips to Assisi and Siena which are part of the Art Appreciation Course, the following will be organized:–

Orvieto: The town stands on top of an island of volcanic rock in the middle of the Umbrian valley. Its chief attraction is the cathedral, a magnificent 13th century church with marble sides in alternating strips of black and white. The interior is exceptional with its rose window and frescos.

Citta della Pieve: This was the birthplace of Pietro Vannucci, known as Perugino. Some of his works are to be found in the cathedral. The town also has a castle with many items of historical interest.

Gubbio: In the Palazzo dei Consoli are the Eugubine Tables of bronze with directions for rites in the Umbrian language. This is one of the first examples of Italian 14th century architecture. There are five churches in the town all with works of art. Of interest also are the Ducal Palace and the Fountain of the Madmen. On the outskirts of the town are the Roman Theaters where classical plays are performed.

Spoleto: An excursion will be made to Spoleto. The city is more than 3,000 years old and has many important remains dating to the Roman era including the Ponte Sanguinario, the Arch of Drusus and the Amphitheatre. Later periods are represented by the Cathedral and seven churches.

Todi: This is an ancient Etruscan city which is still surrounded by three walls. Around the People's Square with its romanesque cathedral are the Priori built in 1293, the Town-Hall dating from 1213 and the Captain's Palace built in 1290. The pride of the city is the Temple of Saint Mary of the Consolation from the Renaissance period.

Florence: Florence is one of the most beautiful cities in the world and has attracted more great men than any other city. Dante was born and spent his youth in Florence, Petrach and Boccaccio became close friends there. Milton, Montaigne, the Brownings, Mark Twain and many others were drawn to this city. Students will be able to visit the Piazza del Duomo with its cathedral and dome by Brunelleschi, the Baptistry of San Giovanni, the Pitti Palace and Medici Chapel. There is so much of interest to see and do, that students may be drawn more than once to Florence.

4. Private Counselling by the Resident Director on all problems concerning adjustment to Italian life, travel, living arrangements, study, programs, health problems, research facilities, etc.

5. Housing: Students will be placed in Groups of 2-5 in private families or small family-style pensioni. Students who request may stay in religious pensioni (dormitories run for Italian and Foreign students). An extra charge will be made for students requesting a single room.

Other AIFS Programs

SUMMER STUDY
AIFS offers one of the most comprehensive summers abroad available to American students. At the College level 16 courses are available throughout the world. Most programs consist of six weeks of school followed by two weeks free for independent travel. The all-inclusive price for most programs is $895 and includes round-trip transportation by jet, six weeks full board and lodging at the university, tuition fees, and services of AIFS resident deans and coordinators. Four week courses are available from $695.

The following courses will be available in 1973:–

English Literature and Drama, History, Sociology and Economics, Theater and Film Workshop, Communication Arts
Birkbeck College, University of London, England

Visual Arts, Music, Theater, Literature and Poetry, Architecture
Richard Demarco Gallery
in conjunction with the
University of Edinburgh, Edinburgh, Scotland

Painting, Sculpture, Art History and Italian Language
Italian University for Foreigners and Pietro Vannucci Art Academy, Perugia, Italy

African Studies
University of Nairobi, Kenya

Modern China
Chinese University of Hong Kong, Hong Kong (with visit to People's Republic of China)

Oriental Civilization
Kansai Seminar Center, Kyoto, Japan

Australian and Pacific Studies
University of Sydney, Australia

Comparative Government
Tutors of London School of Economics in London, Berlin, Moscow, Leningrad and Paris

Comparative Cultures
A special travelling course given by tutors of London University in Rome, Madrid, Paris, Amsterdam and London

Classical Studies
Tutors of the Classics Department of Loyola University in Rome and Athens

Eastern European Studies
A joint program organized by the University of Budapest and Bosphorus University, Istanbul

Scandinavian Studies
A special travelling program conducted in Oslo, Stockholm and Copenhagen

French Language and Civilization
University of Paris (Sorbonne), Paris, France

University of Aix-Marseilles, Aix-en-Provence, France

German Language and Civilization
University of Vienna, Vienna, Austria

Spanish Language and Civilization
University of Salamanca, Salamanca, Spain

Russian Language and Civilization
University of Leningrad, Leningrad, USSR

At the high school level, the choice of courses is even wider with over 60 courses available in 20 countries. Over 6,000 students enrolled with AIFS summer courses in 1972. The high school summer courses are completely separate from the College Division courses and students are normally accompanied by a faculty member from their own high school who serves as a counsellor.

4-1-4 Courses in London and Paris
AIFS offers independent study courses during January in Paris and London for students attending College using a 4-1-4 curriculum. The all-inclusive cost is $695.

Camp America Division
Another of the Institute's Divisions, Camp America, arranges for qualified English-speaking European students to spend the summer at no personal expense working as counsellors in American summer camps and as companions in U.S. homes. The program is recognized as a cultural exchange visitor sponsored by the U.S. Department of State. Over 1,300 students participated in the program in 1972.

Adult Study Division
In 1973, for the first time, AIFS is offering courses for adults wishing to spend one or two weeks abroad studying the hobby or special interest of their choice. Courses in gardening, interior decorating, antiques, and the theater will be offered in London; cuisine and fashion in Paris; archaeology and classical civilization in Italy and Greece; and wild life and conservation in East Africa. Courses are available throughout the year.

Tuition fees start at $495, which includes jet air transportation, room with bath in good tourist class hotels, and all meals except lunches and road trips. The program is being arranged in conjunction with major scheduled airlines. Special group discounts are available.

Information on all of the above programs can be obtained from:

American Institute for Foreign Study,
102 Greenwich Avenue,
Greenwich, Connecticut 06830 USA
Tel: 203/869-9090

AIFS STUDENTS REGISTERED FOR THE ACADEMIC YEAR 1972-73

ALABAMA

Holley, Lisbeth M.
University of Montevallo
Teague, Patti L.
Auburn University

ALASKA

Roberts, Shelley L.
Chugiak High School

ARIZONA

Grossman, Nancy E.
University of Arizona
Kivett, Susan E.
Xavier High School
O'Malley, Maureen
Xavier High School

CALIFORNIA

Abresch, Richard T.
University of California
Adams, Shelley P.
Redwood High School
Bliss, Gretchen L.
San Diego State College
Brown, Stephen R.
Exeter Union High School
Burkley, Diane L.
San Francisco State College
Campbell, Carole A.
Chico State University
Churchill, Mary E.
Sonoma Valley High School
Clansky, Deborah L.
Aragon High School
Cleator, Constance A.
San Diego State College
Collier, Michael R.
University of Santa Clara
Francis, Lynn C.
San Diego State College
Getty, Claire E.
Castilleja School
Gregg, Paula E.
San Diego State College
Gusner, Janice
Sonoma State College
Holmes, Karen E.
Agoura High School
Jaffe, Victoria E.
San Francisco State College
Johnston, Deborah L.
Temple City High School
Jones, Karen H.
San Diego State College
Landon, Janet E.
University of California
Miller, Allison L.
Chico State College
Phillips, Leslie D.
College of the Siskiyous
Russo, Joanne J.
Sonoma State College
Schlueter, Ann M.
University of Southern California
Schoenstein, Bernadette T.
San Francisco State College
Selznick, Mary J.
The Athenian School
Tchang, Lorna L.
Pitzer College
Wong, Alyson T.
University of California
Woolley, Nancy W.
Hillsboro High School
Yamaguchi, Robert H.
Fairfax High School

COLORADO

Day, Cynthia E.
Cherry Creek High School
Edelman, Elaine B.
University of Denver
Fitzgerald, Michael S.
Littleton High School
Hirons, Marianne C.
University of Denver
Repetti, Susan R.
University of Colorado
Smith, Anne W.
University of Denver
Smith, Thomas P.
Littleton High School

CONNECTICUT

Benedetto, Joan C.
Albertus Magnus College
DiPillo, Salvatore A.
University of Connecticut
Dixon, Deborah A.
University of Bridgeport
Hannaford, Julie M.
The Hotchkiss School
Holzapfel, Katherine T.
University of Connecticut
Kalman, Beth S.
University of Bridgeport
Kirk, Alexander O.
Norwalk Center for Vocational Art
Maffei, Mary F.
Greenwich High School
Mays, Peyton A.
Morgan High School
Meenan, J. Kevin
University of Connecticut
Ogrean, David W.
University of Connecticut
Reineke, Lorraine A.
University of Connecticut
Renshaw, Amy L.
Staples High School
Rosenbloom, Cynthia L.
Wilton High School
Santore, Virginia D.
Nonnewaug High School
Shappy, Gloria J.
Albertus Magnus College
Sutphin, Samuel B.
The Hotchkiss School
Tims, Patricia A.
University of Hartford
Walz, Jennifer
University of Connecticut
Whitehead, Kathleen D.
University of Bridgeport
Whittemore, Lynn A.
Avon High School
Winpenny, Belinda R.
Rosemary Hall

DISTRICT OF COLUMBIA

Coleman, Linda A.
American University
Crow, Kim M.
Catholic University of America
Gelfan, William K.
Georgetown University
Hazard, Robert W.
Catholic University of America
Krause, Carol M.
George Washington University
Lombardo, Lauren J.
Mount Vernon College

FLORIDA

Tripson, Karen
University of South Florida

GEORGIA

Alday, Judith B.
Mercer University
Carpenter, Patricia S.
Emory University
Caruthers, Paula M.
Spelman College
Geisz, Nancy L.
Emory University
Hayes, Karen G.
Mercer University
Majors, Margaret E.
Emory University
Reese, Janet M.
Westminster Girl's School
Tanner, Emily A.
Emory University

HAWAII

Henderson, Catherine C.
St. Joseph High School

ILLINOIS

Boyd, J. David
Monmouth College
Channell, Douglas A.
Principia College
Coates, Andrea A.
Principia College
Danziger, Robert S.
New Trier Township High School
Detlefsen, Julie M.
Principia College
Eisenstadt, Karen A.
Academy of the Sacred Heart
Harvey, Amy M.
Barat College
Henderson, Allura
Principia College
Jenks, Andrea A.
Principia College
Lakin, Frances E.
Lake Forest College
Newberger, David E.
Lake Forest College
Parsons, Benjamin S.
Lake Forest College
Pensock, Pamela J.
Principia College
Quedenfeld, Kathryn J.
Augustana College
Randolf, Martha E.
Knox College
Ross, Cathy J.
Harper College
Schoepke, Linda L.
Principia College
Shea, Ann E.
Principia College
Simeone, Christina L.
Southern Illinois University
Sperberg, Elizabeth M.
Quincy College
Sperry, Pamela P.
Principia College
Tabbert, Linda M.
Principia College
Trowbridge, Paul H.
Principia College

INDIANA

Gillette, Pamela C.
Purdue University
McElroy, V. Melody
St. Mary's College
Montgomery, Leah A.
St. Mary's College

IOWA

Callahan, Mary K.
University of Iowa
Phipps, Tamra S.
Iowa State University
Schultz, Judeane M.
Clarke College

KANSAS

Roll, Teresa J.
Wichita State University

KENTUCKY

Grantham, Elizabeth G.
Louisville Collegiate School
Gibson, David J.
Centre College of Kentucky
Hudgins, Patricia L.
Ashland Community College

LOUISIANA

Allison, Martha B.
Newcomb College
Bass, Paula L.
Newcomb College
Peninger, Amy L.
Louisiana State College
Roth, Genie C.
Newcomb College
Schwartzbach, Alan N.
Tulane University
Weil, Kenneth C.
Tulane University

MAINE

Gray, Michael H.
Colby College
Kanter, Susan E.
Nasson College
Rieger, Patricia N.
Nasson College
Robinson, David, IV
Nasson College

MARYLAND

Altersitz, Lucy A.
University of Maryland
Bell, Belinda J.
University of Maryland
Cobey, Linda G.
University of Maryland
Durkee, Diana R.
Washington College

Holtzman, Karen E.
University of Maryland

Moran, Sharon L.
University of Maryland

O'Heney, Ellen M.
College of Notre Dame of Maryland

Storch, Philip M.
University of Maryland

Wiseman, Anthony S.
Washington College

MASSACHUSETTS

Anderson, Ann S.
Boston University

Barry, Mary T.
Framingham State College

Bikoff, June A.
Boston University

Block, Margaret B.
Boston University

Brown, Phyllis M.
Boston University

Cafaro, Michele
Boston University

Clark, Edward F.
Boston College

Collings, Deborah A.
Emerson College

Cooper, John N.
The Berkshire School

Croft, Karin I.
University of Massachusetts

Doolittle, Harriet S.
House in the Pines

Fallek, Marcie R.
Boston University

Garceau, Nancy J.
Boston University

Geltner, Danita S.
Emerson College

Goggin, Barbara T.
Middleborough High School

Hayes, Susan R.
Bishop Stang High School

Heaney, Kevin B.
College of the Holy Cross

Kasper, Penny D.
Mount Holyoke College

Kay, Jonathan M.
Tufts University

Klein, Karen L.
Boston University

Landau, Robert W.
Amherst College

Laudon, Joyce W.
Mount Holyoke College

Leary, Katherine M.
Stonehill College

Love, Nancy M.
Lesley College

Mee, David R.
Boston University

Morel, James J.
Boston University

Morrison, Sarah A.
Mount Holyoke College

Peckham, Rosemary A.
Stonehill College

Pickman, Caroline T.
Lincoln-Sudbury Regional High School

Plaut, Edward W.
Clark University

Pratt, Elizabeth T.
Mount Holyoke College

Rogers, Courtenay L.
Cranwell School

Rothschild, Aleen
Tufts University

Rubenstein, Marke E.
Northeastern University

Ruotolo, Sue E.
Mount Holyoke College

Sciarra, Michael J.
Boston College

Simons, Victoria A.
Lesley College

Shaw, Nancy M.
Boston University

Smith, Elizabeth F.
House in the Pines

Spiers, Suzanne R.
Beaver Country Day School

van Gelder, Diane
Windsor Mountain School

Wacholder, Barbara H.
Simmons College

Watts, William W.
Amherst College

Weiss, Stephanie A.
Windsor Mountain School

Weitzen, Rita S.
Boston University

Wenig, Cheryl A.
Boston University

MICHIGAN

Andrews, Diane G.
Adrian College

Cosmos, Elizabeth H.
Western Michigan University

Hatty, Joan F.
Western Michigan University

Kantzler, Lynn M.
Western Michigan University

Myer, Richard W.
Highland Park High School

Szymanski, Lesa
Northan Michigan University

Trupiano, Marilyn
Oakland University

MINNESOTA

Fedora, Robert P.
College of St. Thomas

Kilkelly, Patricia J.
University of Minnesota

Winton, Sarah Chase
Northrop Collegiate School

MISSOURI

Burstall, Suzanne L.
University of Missouri

Huggett, Muriel L.
Stephens College

Lipstein, Sheri A.
Washington University

Monson, Diane D.
Stephens College

Murphy, Patricia A.
Stephens College

Rosen, Martha A.
University of Missouri

Sullivan, Terese A.
Washington University

Wanless, Marion
Washington University

MISSISSIPPI

Dalrymple, Jane L.
The Westminster Schools

NEW HAMPSHIRE

Bradman, Barbara L.
Franklin Pierce College

Carpenter, Cheryl A.
University of New Hampshire

Flanagan, Daniel G.
Middlebury College

Jackson, Diane C.
University of New Hampshire

Linfield, Louis S.
The Phillips Exeter Academy

Miller, Ann
Franconia College

Pinsonneault, David K.
Saint Anselm's College

Stelzer, Robin D.
Franklin Pierce College

Vorys, George N.
Dartmouth College

Waldron, Susan K.
University of New Hampshire

Wironen, James M.
Saint Anselm's College

NEW JERSEY

Barbour, Elizabeth M.
Mahway Junior-Senior High School

Downie, Melinda J.
Ramapo High School

Fleck, Marilyn J.
Drew University

Hasselberger, Warren W.
Fairleigh Dickinson University

Hrycak, Olga
Caldwell College

Keaveny, Gerald R.
Seton Hall University

Lus, Evelyn M.
Upsala College

Meidt, Mary S.
Haddonfield High School

O'Brien, Mary J.
Drew University

Rosen, Stephen J.
Rutgers University

Sombuntham, Suthanma J.
Drew University

Sullivan, Patricia B.
Drew University

Townell, Karin E.
Drew University

NEW YORK

Abernathy, Sue A.
Ithaca College

Alter, Steven J.
St. Lawrence University

Angliss, Robin P.
Hofstra University

Bailey, Joan B.
Wells College

Barnett, Judy H.
Kirkland College

Beary, Roberta M.
Eisenhower College

Bertsch, Eileen A.
College of New Rochelle

Bierkan, Kurt R.
Colgate University

Black, Victoria F.
Skidmore College

Bloch, Richard J.
Hobart College

Brownfield, William R.
Cornell University

Casale, Claudia P.
Yonkers High School of Commerce

Carroll, Cordelia E. M.
Wells College

Charles, David L.
Syracuse University

Charles, Rebecca A.
New Rochelle High School

Clemens, Rebecca L.
Skidmore College

Conn, Catherine L.
Marymount College

Davis, Joan E.
St. Lawrence University

Drosnin, Ellen
New York University

Enlow, Polly A.
St. Lawrence University

Eschen, Gerrie L.
Hofstra University

Estes, Andrea B.
Barnard College

Fenton, Monica M.
Briarcliff College

Ferris, Catherine L.
Skidmore College

Giles, Mary Lou
Manhattanville College

Glendening, Audrey E.
Manhattanville College

Goldner, Susan M.
City College of New York

Gomez, Marie L.
Manhattanville College

Greenberg, Anne
The Dalton School

Harwood, Alison J.
Kirkland College

Hemingway, Sue L.
Skidmore College

Henke, Arvia M.
Marymount College

Hersh, Marlene K.
The Dalton School

Husted, Roberta J.
Wells College

Hyde, Alexandra
St. Lawrence University

Joline, Andrea
St. Lawrence University

Krupp, Laurie
Woodmere Academy

MacDonald, Elizabeth A.
Skidmore College

Maas, Donald W.
St. Lawrence University

Magrath, Lynda L.
College of New Rochelle

Mallette, Louise A.P.
Skidmore College

Marlino, Mary R.
William Smith College

Marton, Betty A.
Ossining High School

Mayman, Valerie J.
Skidmore College

Meyer, Michelle A.
Skidmore College

O'Dea, Susan D.
College of Mount St. Vincent

O'Neill, Lambert B.
Richmond College

Pell, Karen A.
Marymount College

Puleo, Jane
Hofstra University

Pyle, Robert M.
Hobart College

Quattrocchi, Marianne
Wells College

Resnick, Sharyn S.
Pratt Institute

Ronhave, Suzanne
St. Bonaventure University

Sachs, Nancy F.
Pine Neck High School

Saser, Margaret J.
Skidmore College

Sarling, Deborah A.
Mamaroneck High School

Sparkman, Susan M.
Edgemont High School

Spitzel, Sally N.
City College of New York

Stroup, Catherine A.
Skidmore College

Sturken, Barbara C.
Vassar College

Taylor, Gloria F.
Hunter College

Tipper, Margaret O.
Skidmore College

Vander Maas, Elizabeth S.
Nyack High School

Whitcher, Ann F.
St. Bonaventure University

NORTH CAROLINA

Church, L. Rebecca
University of North Carolina

Poe, Stephen D.
Wake Forest University

OHIO

Anderson, Edna M.
Wilberforce University

Barth, Jamie J.
Kenyon College

Bozian, Robin A.
University of Cincinnati

Clark, Shelley M.
Kenyon College

Girafalco, Virginia A.
Kent State University

Greenberg, Alva G.
Kenyon College

Hart, Jill
Kent State University

Harvey, Sidney L.
Wilberforce University

Klein, Nancy J.
Case Western Reserve University

Newman, Jennifer L.
University of Cincinnati

Ransier, Betty R.
Lake Erie College

Seh, Jo Ann
Case Western Reserve University

Shone, Virginia D.
John Carroll University

Taylor, Kathleen C.
Kenyon College

Wells, Gretchen P.
Denison University

OKLAHOMA

Curry, Joyce A.
University of Tulsa

OREGON

Richens, Muriel W.
Oregon State College

Thompson, Barbee
Willamette University

PENNSYLVANIA

Bayer, Harvey S.
Dickinson College

Berman, Sorel F.
Chatham College

Carpenter, Denise J.
Dickinson College

Catallo, Jeanmarie
Rosemont College

Decker, William A.
Bucknell University

Ellsworth, Jo Ann E.
Cedar Crest College

Farrell, Maureen R.
University of Pittsburgh

Finegan, Judi M.
Rosemont College

Finger, Elyse S.
Carnegie-Mellon University

Francklyn, Lillian E.
University of Pennsylvania

Heberling, David P.
Juniata College

Henninger, John R.
Lafayette College

Higginbotham, Galla
Susquehanna University

Hoffner, Carol E.
St. Joseph's College

Jacot, Ruth S.
Cedar Crest College

Jaworski, Margie L.
Bryn Mawr College

Kasnot, Keith A.
Indiana University of Pennsylvania

Konapelsky, Barry S.
Allentown College

Martinez, Marie J.
Allentown College

Meade, Patrice L.
Lincoln College Preparatory School

Moody, William A.
Eastern College

Olson, Janet C.
Eastern College

Parke, Christine P.
Thiel College

Paulosky, Rita J.
Rosemont College

Sohier, Peter A.
Solebury School

Starger, Lisa A.
Carnegie-Mellon University

Steiner, Jill S.
Bucknell University

Taylor, Marta J.
Thiel College

Tice, Patricia M.
Immaculata College

Watson, Robert A.
Eastern College

Zamboni, Clayton A.
Allentown College

RHODE ISLAND

Lantos, Jeffrey B.
Brown University

Perry, Linda M.
University of Rhode Island

Verardo, Joan A.
Roger Williams College

SOUTH CAROLINA

Moses, Virginia M.
Converse College

SOUTH DAKOTA

Studenberg, Philip W.
University of South Dakota

Warren, Marion C.
University of South Dakota

TENNESSEE

Ballard, Lenore S.
Fisk University

Veltman, Carol K.
Maryville College

TEXAS

Adams, Mary J.
Southern Methodist University

Hicks, Sara J.
Southwest Texas State University

Moser, Donald O.
Rice University

Wood, Andrew D.
Southern Methodist University

Yongblood, Theodore R., III
Galena Park High School

UTAH

Grant, Lee H.
University of Utah

Patton, Robin
University of Utah

Rutter, Cynthia S.
University of Utah

VERMONT

Boland, Susan C.
University of Vermont

Dennis, Gregory A.
Middlebury College

Elton, Lesley A.
Middlebury College

Epps, Theresa M.
University of Vermont

Hatch, Carol L.
Middlebury College

Meldrum, Andrew B.
Middlebury College

Williams, Elizabeth M.
Middlebury College

Wiswell, Peter S.
Middlebury College

VIRGINIA

Alves, Jessica E.
University of Virginia

Barr, Bruce W.
University of Virginia

Bucher, Rachel E.
Eastern Mennonite College

Daniel, Katherine M.
Hollins College

Duke, Maria-Luisa B.
Foxcroft School

Haskell, Helen H.
Hollins College

Hart, Julian L.
University of Virginia

Horton, Rosalind M.
University of Virginia

Hughes, Harriett
Mary Baldwin College

Kendrick, Susan S.
Hollins College

Koszoru, Jean A.
Roanoke College

Lowe, Karen L.
Randolph Macon College

Maitland, Earl B.
Huguenot High School

Myers, Anne C.
Lynchberg College

Peacock, Margaret A.
Roanoke College

Peyton, Ruth Morgan
Hollins College

Ryan, Rebecca E.
George Mason College

Stoddard, Joanne
Hollins College

Trippe, Catherine H.
Hollins College

WASHINGTON

Buchanan, Rebecca L.
Eastmont High School

Eisenhauer, John H.
Pacific Lutheran University

Hibbard, Edith G.
University of Puget Sound

Hill, Heather A.
University of Puget Sound

WISCONSIN

Bartczak, Denise A.
St. Norbert College

Fielden, Barbara S.
University of Wisconsin

Fischer, Jacalyn
University of Wisconsin

Hoffman, Gretchen M.
St. Norbert College

Wheeler, David B.
Ripon College

ARGENTINA

DaCruz, A. Leslie R.
Asociacion Escuelas Lincoln
(The American Community School)

ENGLAND

Noe, Barbara E.
Centre for Higher Studies, Bournemouth

Oppenheimer, Janet G.
The American School (London)

AMERICAN INSTITUTE FOR FOREIGN STUDY®

102 Greenwich Ave., Greenwich, Connecticut 06830
Telephone: (203) 869-9090

Attach here
5 passport type
photographs with
your name on the
back of each.

Application for Admission to the Academic Year 1973-1974 Program

Instructions:

1. Complete Parts A to H yourself. Note that Parts C and D must be signed by the parents of applicants under 21 years of age.
2. Sign yourself and ask your parent or guardian (if you are under 21) to sign the Institute's standard release form for students and faculty studying abroad, contained in Part D.
3. Ask your high school principal or college dean to complete Part I and enclose the necessary attachments.
4. Mail completed form together with a non-refundable processing fee of $25.00 and a registration and deposit fee of $300.00 to Academic Year Program, American Institute for Foreign Study, 102 Greenwich Avenue, Greenwich, Connecticut 06830, U.S.A. Checks should be made out to "American Institute for Foreign Study." The $300.00 registration and deposit will be refunded if your application is refused.
5. Please print or type all entries in black ink.
6. If necessary, Part H (Course Selections) may be submitted separately at a later date, not later than 31st May.

PART A
Program Selection

1. CAMPUS (check one only)

Campuses open to all students:
Athens ☐
Grenoble ☐
Salamanca ☐
Richmond College, London ☐
Perugia ☐
Salzburg ☐

Campuses open to pre-college students only:
Evian-les-Bains ☐
Comparative Cultures ☐
(London + Paris + _____ campus)

Campuses open to juniors & seniors only:
Aberdeen ☐
Nairobi ☐
City University, London ☐
Moscow or Leningrad ☐

Campuses open to graduates and teachers on sabbaticals only:
Birmingham ☐
St. Catherine's, Windsor ☐
Paris Master's Program ☐

2. Time Period (check one only)

Full year 1973-1974 ☐
Fall Quarter 1973 ☐
Fall Semester 1973 ☐
Winter Quarter 1974 ☐
Spring Semester 1974 ☐
Spring Quarter 1974 ☐

PART B
Personal Data

1. Name _____
LAST FIRST MIDDLE INITIAL
2. Your permanent home address:
_____
NUMBER STREET CITY
_____
STATE OR COUNTY ZIP CODE
3. Your home telephone number _____
AREA CODE NUMBER
4. Male ☐ Female ☐
5. Date and place of birth _____
6. Your age on September 1, 1973 _____

147

7. Please state name, address and relationship of the parent, guardian or person to whom all official correspondence, including statements of account, should be sent and who should be notified in case of emergency.

Name _____
LAST FIRST MIDDLE INITIAL

Relationship _____

Address (if different from above) _____
NUMBER STREET

_____
CITY STATE OR COUNTY ZIP CODE

Telephone number _____
AREA CODE

8. School address (if away at school):

Name of School _____

Address _____

_____

School Number (personal telephone if available)

_____
AREA CODE NUMBER

9. Please tell us how you first heard about this program.

_____

10. Have you been contacted by your AIFS Campus Representative?
Yes ☐ No ☐

His/Her name _____

11. What is your Selective Service Status?
A copy of Form SSS 300 must be submitted to AIFS prior to departure.

_____

PART C
Medical History

1. If you have had any of the following diseases, check the appropriate box and gave dates.

	Dates		Dates		Dates
Chicken pox	☐ _____	Mononucleosis	☐ _____	Smallpox	☐ _____
Hepatitis	☐ _____	Measles	☐ _____	Tuberculosis	☐ _____
Mumps	☐ _____	Epilepsy	☐ _____	Scarlet fever	☐ _____
Heart trouble	☐ _____	Diphtheria	☐ _____	Stomach ulcers	☐ _____
Typhoid fever	☐ _____	Kidney trouble	☐ _____	Malaria	☐ _____
Diabetes	☐ _____	Poliomyelitis	☐ _____	Asthma	☐ _____

2. List any injuries or operations which you have had, giving dates of each.

_____

_____

3. Do you require any special treatment (medications, injections, special diet, etc.)?
Yes ☐ No ☐
If yes, give details _____

_____

4. Have you ever received treatment for mental illness or emotional disturbance?
Yes ☐ No ☐
If so, give description _____

_____

Name of person giving treatment _____

Address _____

Telephone _____

Current treatment, if any _____

5. Are you physically disabled and/or restricted in physical exercise?
Yes ☐ No ☐
If yes, give details _____

_____

148

PART D
Agreement and Release

(TO BE SIGNED BY STUDENT AND BY PARENT)

We certify the above information is complete and correct. We understand that any misrepresentation may result in the expulsion of the applicant from the program:

Signature of applicant _____ Date _____

Signature of parent
or guardian _____ Date _____

I, the undersigned, an applicant for the Academic Year Program of the American Institute for Foreign Study (hereinafter referred to as the Institute), do waive and release all claims against the Institute and its agents, any tour organizer or arranger employed or utilized by the Institute, host schools in Europe, and my local school or college, for any injury, loss, damage, accident, delay, or expense resulting from the use of any vehicle, any strikes, war, weather, sickness, quarantine, government restrictions or regulations or arising from any act or omission of any steamship, airline, railroad, bus company, taxi service, hotel, restaurant, school, university, or other firm, agency, company or individual. I also release the Institute and its agents and agree to indemnify them, with regard to any financial obligations or liabilities that I may personally incur or any damage or injury to the person or property of others that I may cause, while participating in the Institute's program.

I understand that the Institute is not responsible for any injury or loss whatever suffered by me during periods of independent travel (which I understand are unsupervised) or during any absence from the university or other Institute supervised activities.

I hereby grant the Institute and its agents full authority to take whatever actions they may consider to be warranted under the circumstances regarding my health and safety, and I fully release each of them from any liability for such decisions or actions as may be taken in connection therewith. I authorize the Institute and its agents, at their discretion, to place me, at my own (or my parents') expense, and without my further consent, in a hospital within or outside the United States for medical services and treatment, or, if no hospital is readily available, to place me in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the Institute or its agents, I authorize them to transport me back to the United States by commercial airline or otherwise at my own (or my parents') expense for medical treatment.* In the event the Institute or its agents advance or loan any monies to me or incur special expense on my behalf while I am abroad, I (and my parents) agree to make immediate repayment upon my return.

I will comply with the Institute's rules, standards and instructions for student behavior. I hereby waive and release all claims against the Institute and its agents arising at a time when I am not under the direct supervision of the Institute or its agents or arising out of my failure to remain under such supervision or to comply with such rules, standards and instructions; and I agree to indemnify the Institute and its agents against any consequences thereof. I agree that the Institute shall have the right to enforce appropriate standards of conduct and that it may at any time terminate my participation in the Institute's program for failure to maintain these standards or for any actions or conduct which the Institute considers to be incompatible with the interest, harmony, comfort and welfare of other students. If my participation is terminated, I consent to being sent home at my own (or my parents') expense with no refund of fees.

On group tours or other activities arranged by the Institute I will accept the will of the majority whenever a matter of choice is presented to the group. I will also accept in good faith the instructions and suggestions of the Institute or its agents in all matters relating to the Institute's program or the personal conduct of program participants. I understand that from time to time the Institute's publicity material may include statements by its students and/or their photographs, and I consent to such use of my comments and photographic likeness.

I understand that the Institute reserves the right to make cancellations, changes or substitutions in cases of emergency or changed conditions or in the interest of each group. In addition, I understand that the Institute's tuition fees are based on airfares, lodging rates and travel costs currently in force and are subject to minor change. I also understand that, if I leave the program voluntarily for any reason, there will be no refund of tuition fees already paid. In addition, I agree to pay in full tuition fees for the second semester, if I withdraw voluntarily at the end of the first semester and a qualified replacement student does not take my place.

All references in the Agreement and Release to "the Institute" and "its agents" shall include the Institute and all of its officers, directors, staff members, campus directors, chaperones, group leaders, employees, agents and affiliated companies. All references herein to the "parents" of the applicant shall include the legal guardian or other adult responsible for the applicant.

I have read the terms and conditions set forth in the Institute's Academic Year Handbook and understand that they constitute a part of my agreement with the Institute. I understand and agree to the terms relating to refunds for program applicants set forth below. I further understand that this agreement shall become effective only upon acceptance of my application by the Institute at its offices in Connecticut and shall be governed by the laws of the State of Connecticut.

Signature of Applicant_____ Date_____

I certify that I am the parent or legal guardian of the above applicant, and that I have read the foregoing Agreement and Release (including such parts as may subject me to personal financial responsibility), and hereby relinquish any claim that I might have against the Institute or its agents (as set forth above), both in my own behalf and in my capacity as legal representative of the applicant, including without limitation any claim arising as a result of the applicant's leaving the supervision of the Institute or at a time when the applicant has left the supervision of the Institute.

Signature of Parent or Guardian_____Date_____

AYE Refund Policies

There is no refund of the $325.00 processing, registration and deposit fees payable at the time of application under any circumstances once the student has been accepted for the program.

A student who withdraws because of serious illness after the August 1st tuition payment has been made but before departure for Europe, will receive a full refund of tuition fees, less the $325.00 initial payment. A certificate of inability to participate in the program from a licensed physician is necessary in making claims for a refund.

No refund will be made to students withdrawing voluntarily after the August 1st payment has been made.

A student who is forced to withdraw because of illness during the first semester will receive refund of those fees set aside for board and lodging costs which have not actually been expended. A certificate of inability to continue in the program from a licensed physician is necessary in making claims for a refund.

A student who withdraws voluntarily during the first semester or is dismissed for misconduct will receive no refund of fees already paid. These students must also pay their own transportation home.

There is no refund for meals, accommodation, tuition or transportation unused by students for absence or any reason once the program has started.

The above stated refund policies are also applicable to the second semester.

*A special substitute paragraph is available to members of The Christian Science Faith.

PART E
Academic History

1. I am currently a
   - ☐ High School Student
   - ☐ College Student
   - ☐ Graduate Student
   - ☐ Teacher on Sabbatical

2. Give the names and addresses of all secondary schools and colleges which you have attended.

	Name of School	Address	Year Attended	Overall Grade Average
High School				
9th grade				
10th grade				
11th grade				
12th grade				
Pre-college				
College				
Freshman				
Sophomore				
Junior				
Senior				
Graduate Studies				

3. Have you ever been absent from school or college for an extended period of time?

   Yes ☐ No ☐

   If so, state reason _____

4. **For interim Year Students Only:**

   Give your College Entrance Examination Board test results, if already taken.

   Do you plan to apply for entrance to a U.S. college upon completion of this course?

   Yes ☐ No ☐

   First choice of College _____

   Second choice of College _____

   List your course selections on page 7 of this application before you forward it to the principal.
   If you have already left high school, please state how you are currently occupying your time.

5. **For college students only:**

   Do you plan on returning to your present college?
   Yes ☐ No ☐
   If not, to which college(s) do you wish to transfer?

   Have you received approval of your college to take next year or semester abroad?
   Yes ☐ No ☐
   If yes, please list your course selections on page 7 of this application before you forward it to the Dean.

150

6. How many years of language training have you had?

	Language	Number of Years Studied	Method of Instruction
1)			
2)			
3)			
4)			

7. College students only:
What is your area of major concentration?

_____

Do you wish to pursue your declared major in Europe?
Yes ☐ No ☐
If not, in which department do you wish to enroll?

PART F
Financial Information

1. Who will be paying your tuition fees?
(circle one)
Yourself Parents Trust Fund Scholarship

2. If scholarship, describe in detail source, type, and amount of scholarship, and in particular when these funds are available.

_____

_____

_____

3. To whom should your tuition fee statements be sent:

Name: _____

Address: _____

_____

_____

Telephone: _____

PART G
Personal Biography

Please give a short history of your life and experience and tell us why you wish to study abroad:

PART H
Course Selections

TEAR OFF THIS COURSE SELECTION AND GIVE IT TO YOUR ADVISOR. DO NOT WAIT TO SUBMIT YOUR COMPLETED APPLICATION FORM. PART H MAY BE SENT TO AIFS AT A LATER DATE. NOT LATER THAN 31st MAY.

Instructions:

1. Students should complete this Course Selection form with the assistance of their advisor.
2. Changes may be made to the course selection prior to departure with the approval of the student's advisor. Subsequent changes made during the year will be communicated to the student's advisor in the United States for approval.
3. Students enrolling either for Comparative Cultures or the Italian University for Foreigners will receive specific course forms from AIFS.

Student's Name _____

Home Address _____ ZIP CODE

Telephone _____ AREA CODE NUMBER

FIRST SEMESTER

CAMPUS [ ]

Course Number	**Course Title**

SECOND SEMESTER

CAMPUS [ ]

Course Number	**Course Title**

_____
Date approved

_____
Authorized signature and title

_____
College or university

SEND TO:
Academic Year Program
American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, Connecticut 06830

AMERICAN INSTITUTE FOR FOREIGN STUDY®

APPLICATION FOR ADMISSION TO ACADEMIC YEAR IN EUROPE

PROGRAM

1973-1974

PART I

REQUEST FOR TRANSCRIPT AND CONFIDENTIAL REFERENCES

Instructions:
1. Write your name and address below and list the names of two references.
2. Give to your Principal or Dean of Students.
3. Ask your Principal or Dean of Students to send the completed form and necessary attachments directly to:

Academic Year Program
American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, Connecticut 06830, U.S.A.

Complete the course selections Part H on back

PART A (to be completed by student):

1. Applicant's name:

_____
LAST FIRST MIDDLE INITIAL

Address _____ Tel. (area code) _____ Number _____

2. List the names of two teachers at your school or college who you have asked to forward references on your behalf. If applying for a language program, one of these should include your language teacher. College students who have already selected a major, should include the name of their department chairman.

Name of Teacher	Department	School or College

PART B (to be completed by your Principal or Dean of Students)

3. Do you believe this student would benefit from a period of study abroad. If not, please state reason.

_____

_____

_____ _____

4. Do you believe this student would be a good ambassador of the United States?

_____

_____

_____

5. Please attach a complete copy of this student's transcript.

Signature of Principal or Dean of Students _____ Name and address of School _____ Date _____

154

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102 GREENWICH AVENUE
GREENWICH, CONN. 06830

GC

156

Gentlemen:

☐ Please send me a copy of your Academic Year in Europe course catalogue.
☐ Please send me a copy of your Summer School Course Catalogue.
☐ I request an interview with an Admissions Officer.

NAME _____
(Last) (First) (Middle)

ADDRESS _____
(Street) (City)

_____
(State) (Zip Code) (Phone)

SCHOOL _____
(Year in School)

Gentlemen:

☐ Please send me a copy of your Academic Year in Europe course catalogue.
☐ Please send me a copy of your Summer School Course Catalogue.
☐ I request an interview with an Admissions Officer.

NAME _____
(Last) (First) (Middle)

ADDRESS _____
(Street) (City)

_____
(State) (Zip Code) (Phone)

SCHOOL _____
(Year in School)

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NAME _____
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ADDRESS _____
(Street) (City)

_____
(State) (Zip Code) (Phone)

SCHOOL _____
(Year in School)